

## Maine Prairie High (Continuation)

# School Accountability Report Card Reported Using Data from the 2018—19 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

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 student 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 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 intending to return 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)

#### Principal's Comment

Welcome to Maine Prairie High School (MPHS). Please feel free to contact me with any questions.

Best,

Yvette Ramos

#### Contact

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

Phone: 707-693-6340

Email: [yramos@dixonusd.org](mailto:yramos@dixonusd.org)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Dixon Unified
<b>Phone Number</b>	(707) 693-6300
<b>Superintendent</b>	Brian Dolan
<b>Email Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>
<b>Website</b>	<a href="http://www.dixonusd.org">http://www.dixonusd.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Maine Prairie High (Continuation)
<b>Street</b>	305 East C St.
<b>City, State, Zip</b>	Dixon, Ca, 95620-3019
<b>Phone Number</b>	707-693-6340
<b>Principal</b>	Yvette Ramos, Principal
<b>Email Address</b>	<a href="mailto:yramos@dixonusd.org">yramos@dixonusd.org</a>
<b>Website</b>	<a href="http://mphs.dixonusd.org/">http://mphs.dixonusd.org/</a>
<b>County-District-School (CDS) Code</b>	48705324830055

*Last updated: 1/18/2020*

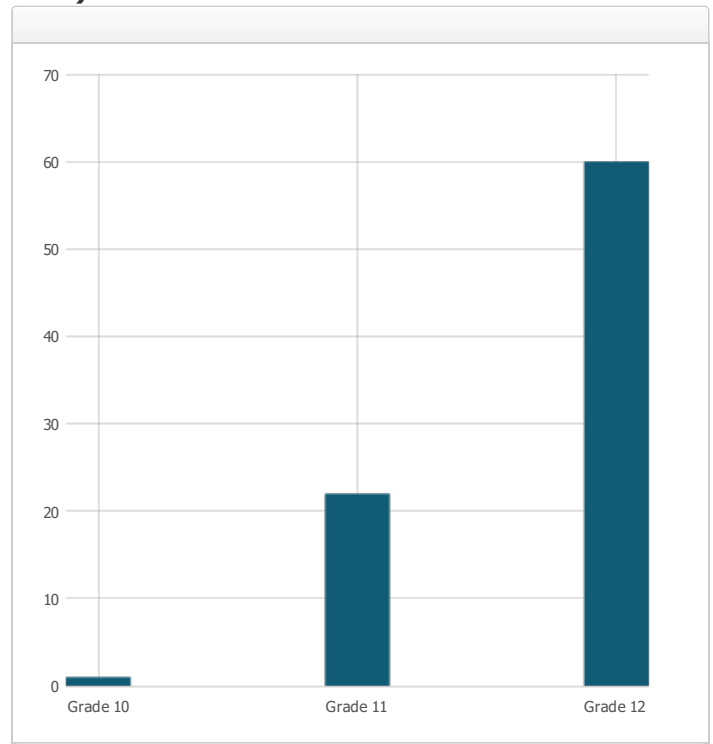
### School Description and Mission Statement (School Year 2019—20)

MPHS serves up to 100 student 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 intending to return 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 is a school where our scholars 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: 1/27/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Grade 10	1
Grade 11	22
Grade 12	60
Total Enrollment	83



Last updated: 1/27/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	1.20 %
American Indian or Alaska Native	1.20 %
Asian	%
Filipino	1.20 %
Hispanic or Latino	59.00 %
Native Hawaiian or Pacific Islander	%
White	33.70 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.50 %
English Learners	21.70 %
Students with Disabilities	12.00 %
Foster Youth	%
Homeless	4.80 %

## A. Conditions of Learning

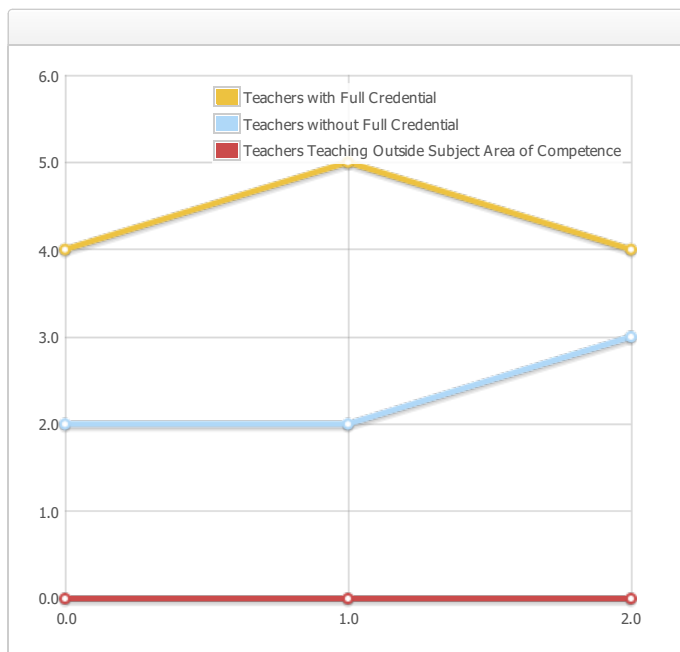
### State Priority: Basic

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

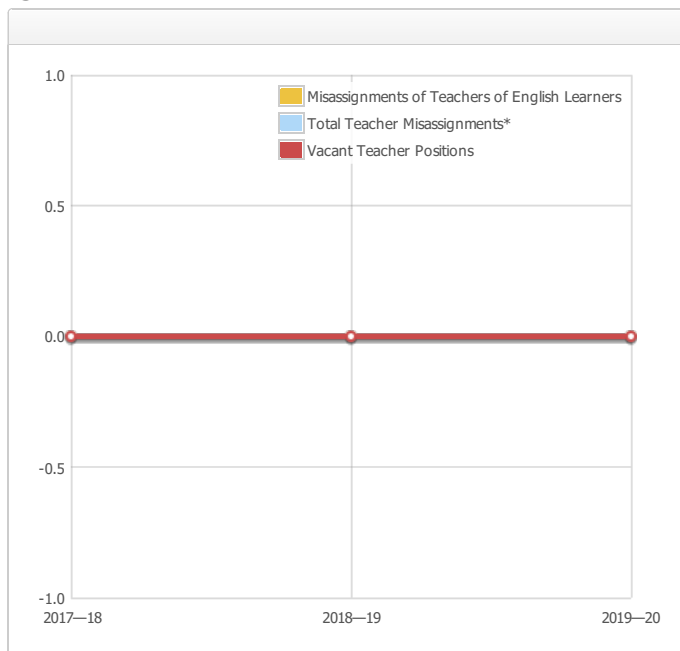
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	4	5	4	153
Without Full Credential	2	2	3	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/27/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/27/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Prentice-Hall Literature - Timeless Voices, Timeless Themes: Gold Level (9th grade & 10th grade) Prentice-Hall - Writing and Grammar (11th grade and 10thgrade) Prentice-Hall Literature - Timeless Voices, Timeless Themes: Platinum Level (11th grade) Prentice-Hall Literature - Timeless Voices, Timeless Themes: The American Experience (12th grade) Non Fiction and Fiction literature	Yes	0.00 %
Mathematics	Carnegie - Integrated Math I Carnegie - Integrated Math II  Odysseyware Mathematics	Yes	0.00 %
Science	Prentice-Hall Biology Life Science with online resources Prentice-Hall Earth Science with online resources	Yes	0.00 %
History-Social Science	Prentice-Hall Macgruder's 2006 American Government, California edition Prentice-Hall Economics in Action Prentice-Hall The Modern World Prentice-Hall Modern America West Educational Publishing Street Law, A Course in Practical Law 7th Edition	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			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: 1/31/2020

## 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, 8 portables in total. The portables are old but in adequate condition for students. The campus is clean and safe. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All HVAC units undergo regular maintenance and cleaning. All classrooms currently have WIFI capabilities. Above and beyond the daily cleaning maintenance performed by custodial staff, the district schedules thorough cleaning of classrooms on a regular basis. There are no scheduled facility improvements.

*Last updated: 1/31/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	The District has completed a Facilities Needs Assessment and has passed A General Obligation FacilityImprovement Bond. Over the next few years, the District will be engaged in several modernization projects.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

## Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Fair
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*Last updated: 1/31/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	14.0%	42.0%	41.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	34.0%	33.0%	38.0%	39.0%

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: 1/27/2020*

**CAASPP Test Results in ELA by Student Group  
 Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	36	94.74%	5.26%	13.89%
Male	29	27	93.10%	6.90%	11.11%
Female	--	--	--	--	
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	25	25	100.00%	0.00%	12.00%
Native Hawaiian or Pacific Islander					
White	11	9	81.82%	18.18%	22.22%
Two or More Races					
Socioeconomically Disadvantaged	29	27	93.10%	6.90%	11.11%
English Learners	13	13	100.00%	0.00%	0.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/27/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	36	94.74%	5.26%	0.00%
Male	29	27	93.10%	6.90%	0.00%
Female	--	--	--	--	
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	25	25	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander					
White	11	9	81.82%	18.18%	0.00%
Two or More Races					
Socioeconomically Disadvantaged	29	27	93.10%	6.90%	0.00%
English Learners	13	13	100.00%	0.00%	0.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/27/2020*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/27/2020*

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	53.01%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

# 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 2019–20)

Parents and guardians are always welcome on the Maine Prairie High School campus. All incoming students are required to meet with the Principal before 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 student's school journey. The parent liaison can be reached at 707-693-6340.

### State Priority: Pupil Engagement

*Last updated: 1/27/2020*

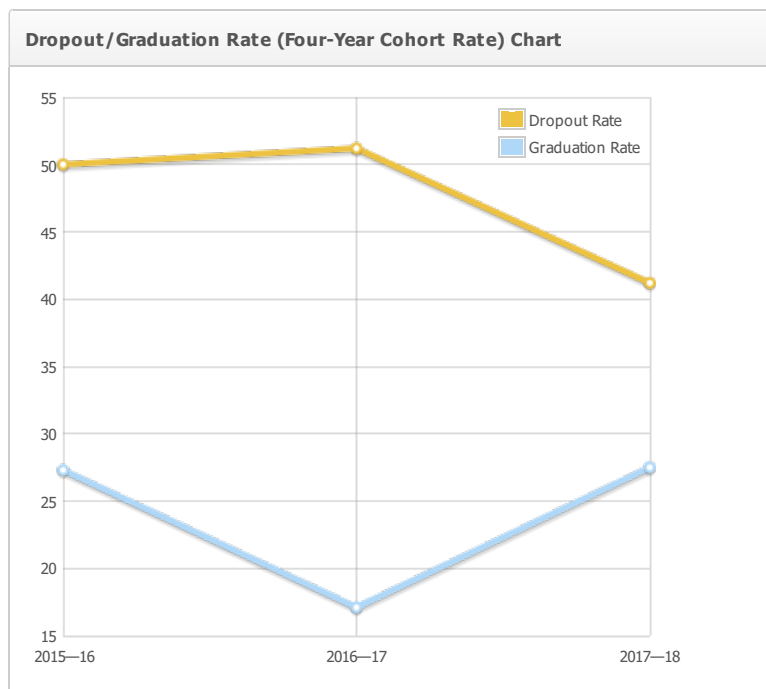
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	50.00%	14.40%	9.70%
Graduation Rate	27.30%	81.30%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	51.20%	41.20%	12.30%	13.00%	9.10%	9.60%
Graduation Rate	17.10%	27.50%	83.30%	80.50%	82.70%	83.00%





# 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	10.30%	18.20%	7.30%	7.70%	6.90%	6.70%	3.60%	3.50%	3.50%
Expulsions	0.90%	0.00%	0.00%	0.20%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/27/2020*

## School Safety Plan (School Year 2019—20)

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, lockdown, 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: 1/27/2020*

## **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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	3	1	
Mathematics	21.00	3		
Science	18.00	3		
Social Science	18.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	2	2	
Mathematics	17.00	3	1	
Science	15.00	3		
Social Science	17.00	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	2	2	
Mathematics	15.00	3		
Science	15.00	3		
Social Science	19.00	3	2	

\* 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: 1/27/2020*



**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	92.20

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/27/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.90
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.46
Psychologist	0.40
Social Worker	0.40
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

\*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: 1/31/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11598.00	\$423.00	\$11176.00	\$60147.00
District	N/A	N/A	\$8200.00	\$68436.00
Percent Difference – School Site and District	N/A	N/A	30.71%	-12.89%
State	N/A	N/A	\$7506.64	\$72949.00
Percent Difference – School Site and State	N/A	N/A	39.28%	-19.24%

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

*Last updated: 1/31/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

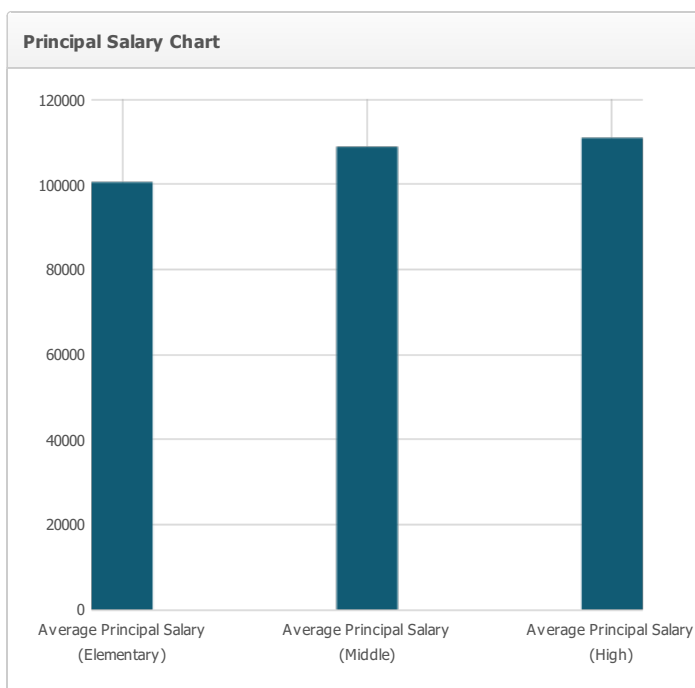
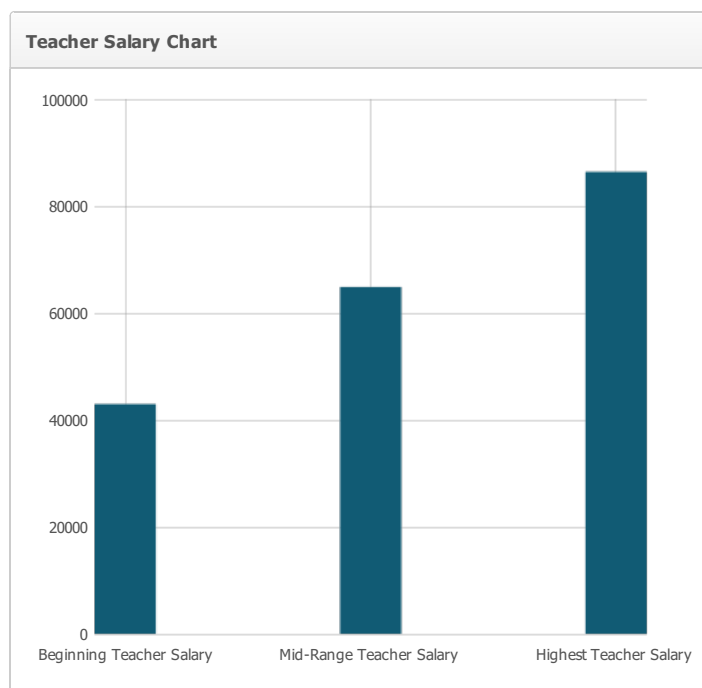
MPHS has a variety of services available to our scholars. Our counselor, mental health clinician, and parent liaison work tirelessly to support and guide students and their families. Vocational specialists and the State Department of Vocational Rehabilitation support our students with disabilities. The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

*Last updated: 1/27/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,974	\$46,208
Mid-Range Teacher Salary	\$64,867	\$72,218
Highest Teacher Salary	\$86,402	\$92,742
Average Principal Salary (Elementary)	\$100,482	\$134,864
Average Principal Salary (Middle)	\$108,811	\$118,220
Average Principal Salary (High)	\$110,898	\$127,356
Superintendent Salary	\$187,101	\$186,823
Percent of Budget for Teacher Salaries	37.00%	33.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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



Last updated: 1/27/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/27/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	33	34	34