

Dixon High

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.



DIXON
HIGH SCHOOL

Stephanie Marquez, Principal

Principal, Dixon High

About Our School

Welcome to Dixon High School! We are a single comprehensive high school in our community of approximately 20,000. Our beautiful campus opened in 2007 and is a hub of our community. Our campus hosts site and community events and backs up to our city facilities with which we share a multi-use agreement. We have very active athletic programs, a beautiful theater, quality classrooms and a vibrant Agricultural program with a new barn. We are surrounded by new homes and look forward to meeting our new neighbors.

We are committed to ensuring all students learn at high levels every day and our staff continues to learn and work together to make this happen for our kids. We are an AVID Schoolwide school and we are learning together to make sure all students experience equitable opportunities for engaging, rigorous learning and are supported so they can be ready for college and career when they leave us. We are focused on building relationships so all students and staff can engage fully, seek support when needed, and be present at school.

It is important to us that all of our stakeholders, including our community, feel welcome at our school. We encourage people to take the time to visit our school to experience a play, watch a game, listen to a band concert, or participate in any of the myriad events we host every year. If you have any questions about who we are or how and why we do what we do, please don't hesitate to contact our staff as we are happy to answer.

We have a saying at Dixon High School, "You can't hide that Ram Pride!" We want our students, parents, staff, and community to be proud of our school, and we will continue to work diligently to ensure this happens.

Warmly,
Stephanie Marquez
Principal

Contact

Dixon High
555 College Way
Dixon, CA 95620-9301

Phone: 707-693-6330
Email: smarquez@dixonusd.org

About This School

Contact Information (School Year 2019—20)

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

School Contact Information (School Year 2019—20)	
School Name	Dixon High
Street	555 College Way
City, State, Zip	Dixon, Ca, 95620-9301
Phone Number	707-693-6330
Principal	Stephanie Marquez, Principal
Email Address	smarquez@dixonusd.org
Website	http://dhs.dixonusd.org/
County-District-School (CDS) Code	48705324832259

Last updated: 1/27/2020

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

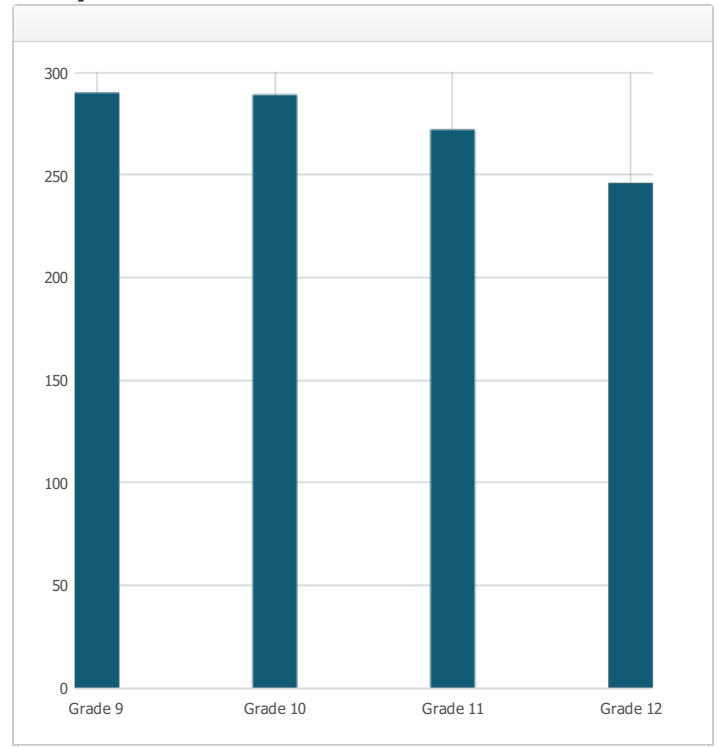
Dixon High School is a four-year comprehensive high school in Solano County. Our mission states: "Dixon High School will develop and integrate the structures and practices necessary to ensure all students learn at high levels. Students will graduate from Dixon High School, college and career ready, prepared for the global demands of the 21st century." We believe that all students will succeed at high levels if provided the proper supports and structures to do so. At DHS, it is our vision that students are empowered to reach their personal and academic potential by staff who support and build meaningful relationships with the, that students are engaged in learning by staff who embrace and utilize proven instructional strategies, and that students learn and grow from mistakes in a safe classroom and campus environment fostered by encouraging staff.

Students at Dixon High School have many avenues to demonstrate excellence. In addition to robust AP/Honors offerings available to all students, students participate in CTE courses and extra- and co-curricular programs such as athletics, band, FFA, student government, clubs, and drama. We believe that students perform best when given multiple ways to do so, especially in well-run programs that have high expectations of students.

Last updated: 1/27/2020

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

Grade Level	Number of Students
Grade 9	290
Grade 10	289
Grade 11	272
Grade 12	246
Total Enrollment	1097



Last updated: 1/27/2020

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

Student Group	Percent of Total Enrollment
Black or African American	2.10 %
American Indian or Alaska Native	0.60 %
Asian	1.30 %
Filipino	2.20 %
Hispanic or Latino	54.10 %
Native Hawaiian or Pacific Islander	0.70 %
White	34.10 %
Two or More Races	3.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	48.00 %
English Learners	10.30 %
Students with Disabilities	8.90 %
Foster Youth	0.10 %
Homeless	4.10 %

A. Conditions of Learning

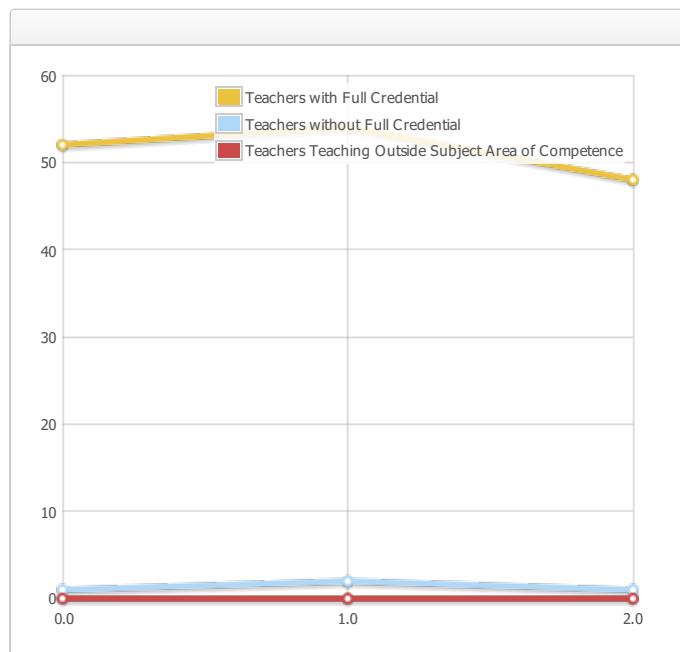
State Priority: Basic

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

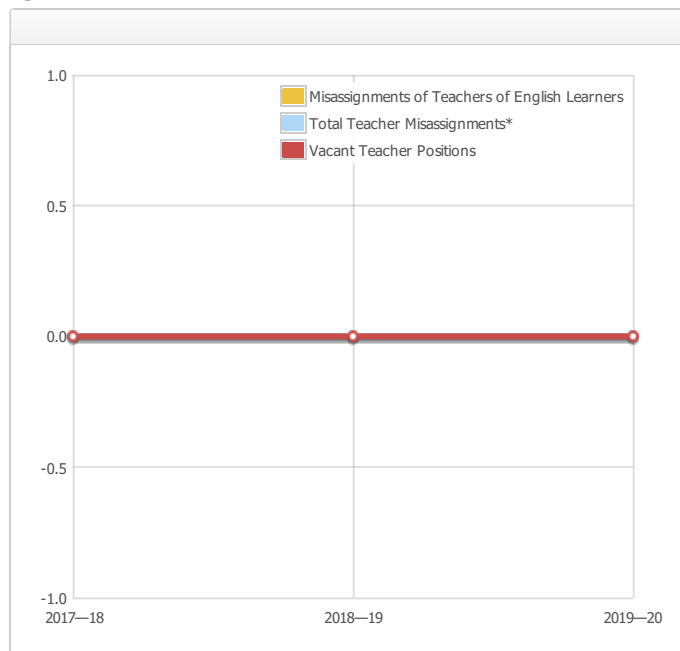
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	52	54	48	153
Without Full Credential	1	2	1	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/18/2020

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: 1/18/2020

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

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other 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 Prentice-Hall Literature – Timeless Voices, Timeless Themes: Platinum Level Prentice-Hall Literature – Timeless Voices, Timeless Themes: The American Experience California Edition Hampton Brown – Edge Fundamentals Novels – (Adopted 2017): <ul style="list-style-type: none"> • The Absolutely True Diary of a Part-Time Indian by Sherman Alexie • Of Mice and Men by John Steinbeck • Animal Farm by George Orwell • David and Goliath by Malcolm Gladwell • Romeo and Juliet by William Shakespeare • 1984 by George Orwell • Lord of the Flies by William Golding • All Quiet on the Western Front by Erich Maria Remarque • Just Mercy by Bryan Stevenson • To Kill A Mockingbird by Harper Lee 	Yes	0.00 %
Mathematics	CPM – Core Connections, Integrated I CPM – Core Connections, Integrated II CPM – Core Connections, Integrated III CPM – Calculus Third Edition	Yes	0.00 %
Science	Campbell – Biology in Focus McDougal Little – California Biology Houghton Mifflin Company –Chemistry: A Foundation (adopted 2008) Seeley Stephens Tate – Essentials of Anatomy and Physiology, 6th Edition Glencoe – Physics: Principles and Problems Prentice-Hall – Physics: Principles with Applications, 5th Edition W.H. Freeman and Company / BFW – Environmental Science for AP Wiley – Environment, 8th Edition Addison-Wesley – Chemistry CORD Communications Inc. – Applications in Biology/Chemistry: Synthetic Materials, 2nd Edition	Yes	0.00 %
History-Social Science	Prentice-Hall – United States History America Prentice-Hall – Magruder’s American Government Prentice-Hall – World History Era Prentice-Hall – Economics: Principles in Action Lanahan Publishing – The American Polity for AP Government Pearson – World Civilizations: The Global Experience AP	Yes	0.00 %
Foreign Language	EMC PUB – Aventuras, Level 1 EMC PUB – Aventuras, Level 2 EMC PUB – Aventuras, Level 3 Vista Higher Learning – Aventuras Vista Higher Learning – Descubre, Level 1 Vista Higher Learning – Descubre, Level 2 Vista Higher Learning – Descubre, Level 3 Vista Higher Learning – T’és branché Series 1 Vista Higher Learning – T’és branché Series 2 Vista Higher Learning – T’és branché Series 3	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts	Glencoe/McGraw - Culinary Essentials	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Dixon High School was built in 2007. Dixon High School meets or exceeds all state requirements in a school facility. The campus currently contains 67 classrooms, 3 Art rooms, Agriculture/Welding shop, Floral shop, Band room, indoor theater, multipurpose room, 2 gymnasiums, weight/wrestling rooms, football/track/soccer stadium, 2 baseball fields, and 2 softball fields. 100% of our bathrooms are in working order. The Dixon Unified School District along with North Bay Schools Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. 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
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	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
----------------	------

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)	48.0%	58.0%	42.0%	41.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	35.0%	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	254	245	96.46%	3.54%	57.55%
Male	124	119	95.97%	4.03%	53.78%
Female	130	126	96.92%	3.08%	61.11%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	128	127	99.22%	0.78%	55.12%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	103	96	93.20%	6.80%	60.42%
Two or More Races	12	12	100.00%	0.00%	50.00%
Socioeconomically Disadvantaged	112	108	96.43%	3.57%	50.93%
English Learners	36	34	94.44%	5.56%	32.35%
Students with Disabilities	22	21	95.45%	4.55%	19.05%
Students Receiving Migrant Education Services	20	19	95.00%	5.00%	47.37%
Foster Youth					
Homeless	13	12	92.31%	7.69%	50.00%

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	254	245	96.46%	3.54%	34.69%
Male	124	119	95.97%	4.03%	39.50%
Female	130	126	96.92%	3.08%	30.16%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	128	127	99.22%	0.78%	31.50%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	103	96	93.20%	6.80%	38.54%
Two or More Races	12	12	100.00%	0.00%	33.33%
Socioeconomically Disadvantaged	112	108	96.43%	3.57%	25.93%
English Learners	36	34	94.44%	5.56%	14.71%
Students with Disabilities	22	21	95.45%	4.55%	4.76%
Students Receiving Migrant Education Services	20	19	95.00%	5.00%	31.58%
Foster Youth					
Homeless	13	12	92.31%	7.69%	41.67%

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**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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

Career Technical Education (CTE) Programs (School Year 2018—19)

Dixon High School offers several Career Technical Education (CTE) programs, including: Ag Science, Mechanics, Floral Design, Supervised Agricultural Education Projects, Culinary Arts/Foods, Computer Science and Multimedia Arts.

The Dixon High School Agricultural Department is known state-wide as a model program. We currently have three teachers working in the program and we offer a wide range of classes including both Agricultural Science and electives. Students in our Agricultural programs get both hands-on and academic experiences to prepare them for college and career. Our Agricultural students have many opportunities to compete, lead, and learn at many levels.

The Dixon High School culinary program focuses on the safe and healthy preparation of food and entrepreneurial skills. Students in this program have many opportunities to prepare for careers and further study in the food sciences and business. Students in our Culinary Arts program can earn a California Food Handlers Certification.

Dixon High School has two curricular paths with regard to Technology; Computer Science and Multimedia Arts. In Computer Science, students learn the basics of coding, web site design, and robotics. In Multimedia, students work with industry-standard equipment and software so students leave the program with the skills necessary to continue their education or pursue work in the field. Furthermore, Dixon High School students can earn Adobe Certification through the Multimedia program.

Last updated: 1/27/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	482
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/27/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.91%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	40.43%

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/27/2020

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)

We are very excited about our endeavors to engage parents and the community at Dixon High School. We actively reach out to parent groups and welcome their input. Parent organizations include the PTO, Dixon Schools Athletic Boosters, Band Boosters, numerous sport-specific boosters, Dixon Sober Grad Night, and ELAC. DHS also hosts several information nights to help parents be more involved in their children's education. In addition to Back to School Night and Open House, parents can join us in Cash for College, College Admissions sessions, AVID Parent Nights, events, band concerts, and plays and musicals. We host several evenings of "Coffee with the Principal" where parents can get together in a friendly environment to get information and ask any questions about our school. Dixon High School parents also serve as representatives on district facilities teams, the district's DELA organization, and LCAP Advisory groups.

Dixon High School also has a proactive, friendly office staff and employs a bilingual parent liaison to assist with parent outreach and communication. A parent or community member who would like to be more involved with our school is urged to contact us!

State Priority: Pupil Engagement

Last updated: 1/27/2020

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

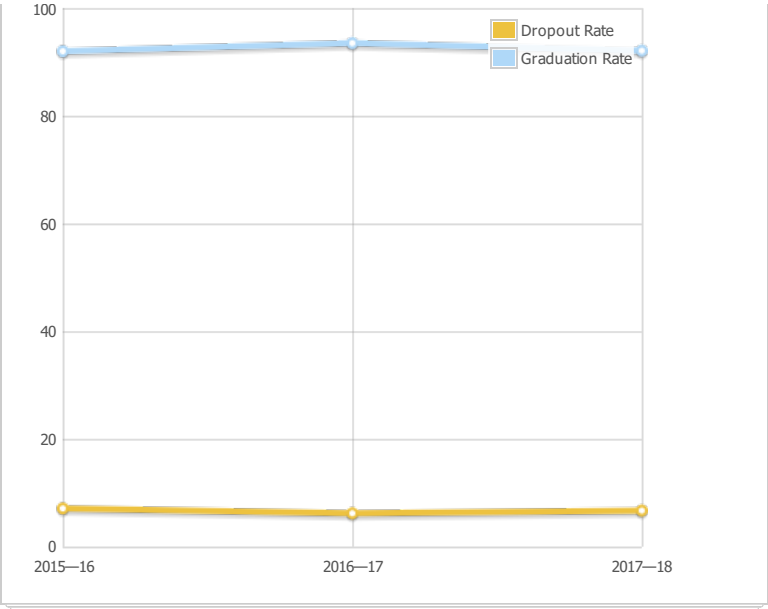
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	7.10%	14.40%	9.70%
Graduation Rate	92.00%	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	6.20%	6.70%	12.30%	13.00%	9.10%	9.60%
Graduation Rate	93.50%	92.10%	83.30%	80.50%	82.70%	83.00%

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



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/27/2020

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	8.00%	7.40%	6.50%	7.70%	6.90%	6.70%	3.60%	3.50%	3.50%
Expulsions	0.40%	0.30%	0.20%	0.20%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/27/2020

School Safety Plan (School Year 2019—20)

Student safety at Dixon High School is our top priority. We pride ourselves on our safe campus, as evidenced by our low percentage of violent acts, bullying, and other negative behaviors. Site staff and administration take a proactive approach to student behavior management and the school is transitioning to a PBIS model for behavioral management and student support.

Dixon High School staff reviews and updates procedures for evacuations, fire emergencies, and intruders in collaboration with a comprehensive district safety plan and with Dixon Police Department, every year. Staff and students are trained on what to do in these incidents, and we have drills to practice for the.

Dixon High School employs one part-time campus supervisor to assist the administration with student supervision to ensure students are safe and to develop positive relationships on campus. We also have a district School Resource Officer who engages with students and staff and also advises on safety matters. Additionally, all teachers have supervisory duties as well, throughout the day.

Visitors to campus must come through the front office where they check-in and are given a sticker to indicate they are allowed on campus.

Dixon High School has a nurse available, first aid kits throughout campus, and we have two AED machines should students, staff, or visitors have a cardiac emergency. All athletic coaches are CPR certified and current with the most recent research and protocols for injury prevention and treatment, including concussions.

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	27.00	7	23	13
Mathematics	26.00	13	22	8
Science	27.00	5	17	9
Social Science	26.00	5	23	8

* 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	29.00	5	19	15
Mathematics	26.00	14	21	8
Science	29.00	5	17	8
Social Science	27.00	8	11	14

* 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	25.00	14	24	8
Mathematics	27.00	6	32	4
Science	25.00	8	20	2
Social Science	25.00	11	17	8

* 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*	548.50

*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)	2.00
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.50
Nurse	1.00
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	\$6113.00	\$95.00	\$6018.00	\$70853.00
District	N/A	N/A	\$8200.00	\$68436.00
Percent Difference – School Site and District	N/A	N/A	-30.70%	3.47%
State	N/A	N/A	\$7506.64	\$72949.00
Percent Difference – School Site and State	N/A	N/A	-22.01%	-2.92%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

Dixon High School is committed to supporting students so they can access a rigorous curriculum and leave our school college and career ready. As detailed in our LCAP and funded by SCG, general fund, and grants, the following services and supports are provided for our students and families:

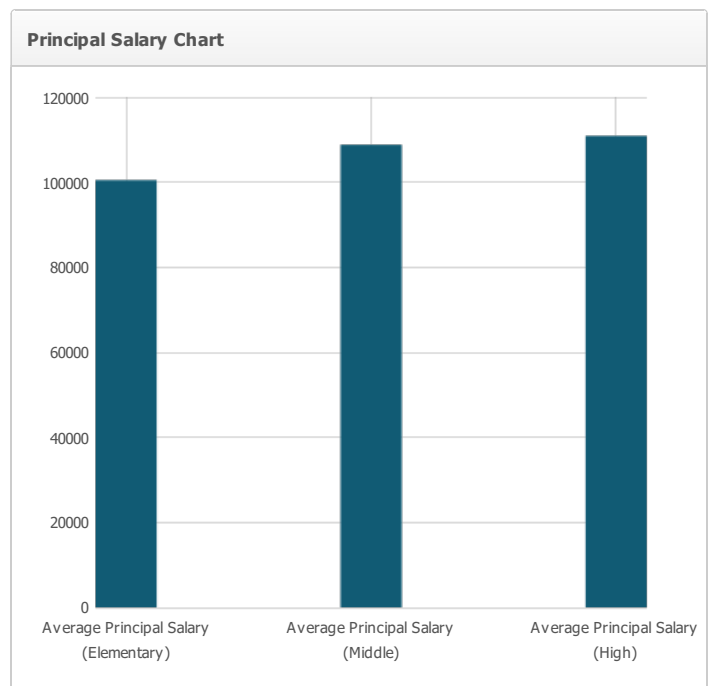
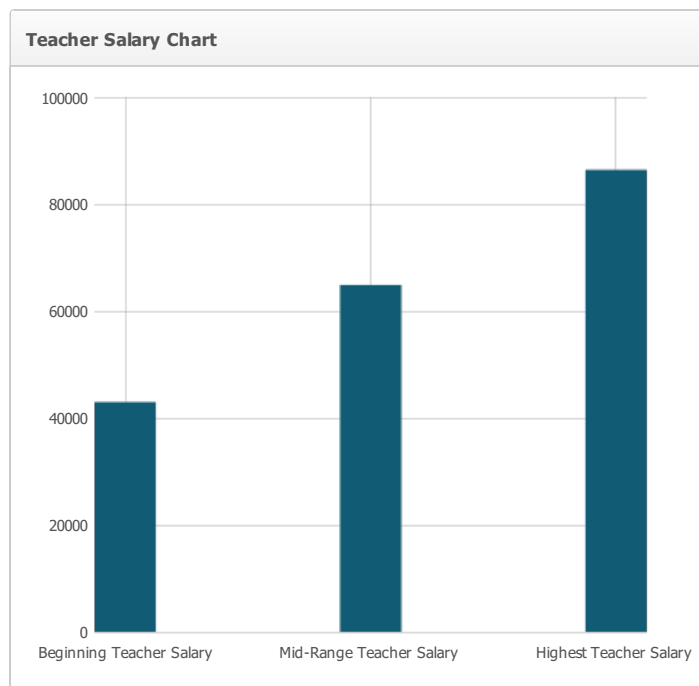
After School Learning Center, staffed with tutors.
 STEM, CTE, and VAPA support
 Intervention classes in mathematics
 English Learner Development instruction
 Intensive Intervention class for high-risk freshmen
 AVID Elective classes
 AVID Schoolwide support
 College readiness program through contracts with Destination College Advisory Corp
 Advanced Placement Course offerings with financial assistance for exam fees
 Credit Recovery
 Common Core Literacy Coach
 CCSS aligned instructional materials
 Library Services
 Bilingual Parent Liaison
 EL clerk
 Positive Behavior Intervention and Supports (PBIS)

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	1	N/A
English	4	N/A
Fine and Performing Arts	3	N/A
Foreign Language	0	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	7	N/A
All Courses	22	28.00%

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