

## Dixon High

# 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.



## Nick Girimonte, Principal

Principal, Dixon High

### About Our School

Welcome to Dixon High School! As an alumnus, former teacher, and now principal of Dixon High School, I am immensely proud of our students and staff for the hard work they put forth everyday. As you can see in our mission, we are committed to ensuring all students learn at high levels every day. This is difficult but necessary work!

As the sole comprehensive high school in Dixon, it is critical that our community feels welcome at our school. Please 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 questions, please don't hesitate to contact our staff as we are happy to answer them.

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

Best,

Nick Girimonte

Principal

### Contact

Dixon High  
555 College Way  
Dixon, CA 95620-9301

Phone: 707-693-6330

E-mail: [ngirimonte@dixonusd.org](mailto:ngirimonte@dixonusd.org)

## About This School

### Contact Information - Most Recent Year

| District Contact Information - Most Recent Year |   |
|---|---|
| <b>District Name</b>                            | Dixon Unified   |
| <b>Phone Number</b>                             | (707) 693-6300  |
| <b>Superintendent</b>                           | Brian Dolan   |
| <b>E-mail Address</b>                           | <a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>  |
| <b>Web Site</b>                                 | <a href="http://www.dixonusd.org">http://www.dixonusd.org</a> |

| School Contact Information - Most Recent Year |  |
|---|--|
| <b>School Name</b>                            | Dixon High   |
| <b>Street</b>                                 | 555 College Way  |
| <b>City, State, Zip</b>                       | Dixon, Ca, 95620-9301  |
| <b>Phone Number</b>                           | 707-693-6330   |
| <b>Principal</b>                              | Nick Girimonte, Principal  |
| <b>E-mail Address</b>                         | <a href="mailto:ngirimonte@dixonusd.org">ngirimonte@dixonusd.org</a> |
| <b>County-District-School (CDS) Code</b>      | 48705324832259   |

*Last updated: 1/5/2016*

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

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." It is our belief that all students will succeed at high levels if provided the proper structure to do so. We work hard to create these structures and systems so that all students maximize their potential as learners.

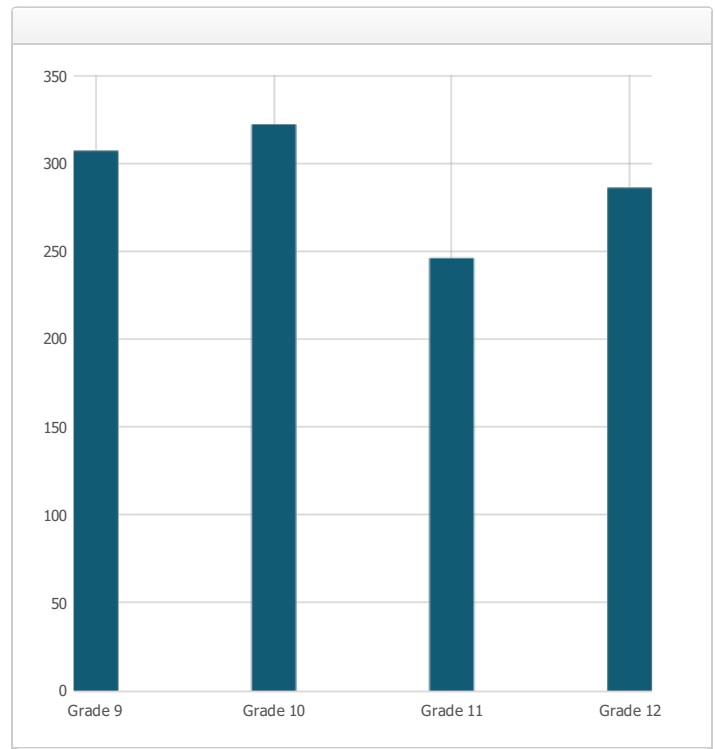
Students at Dixon High School have a number of avenues to demonstrate excellence. In addition to robust AP/Honors offerings, students participate in CTE courses, and extra- and co-curricular programs such as athletics, band, FFA, and drama. We believe that students given multiple ways to do so, especially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

Dixon High School did a WASC self-study in the 2013-14 academic year in which all staff and stakeholder groups participated. As a result of this self-study Dixon High School created an Action Plan to continue improving our educational program. At the heart of the Action Plan is our belief that all kids will learn at high levels, and that this starts with teachers working together to improve learning for our students. As a result of last year's visit, Dixon High School received a six year accreditation.

*Last updated: 1/19/2016*

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

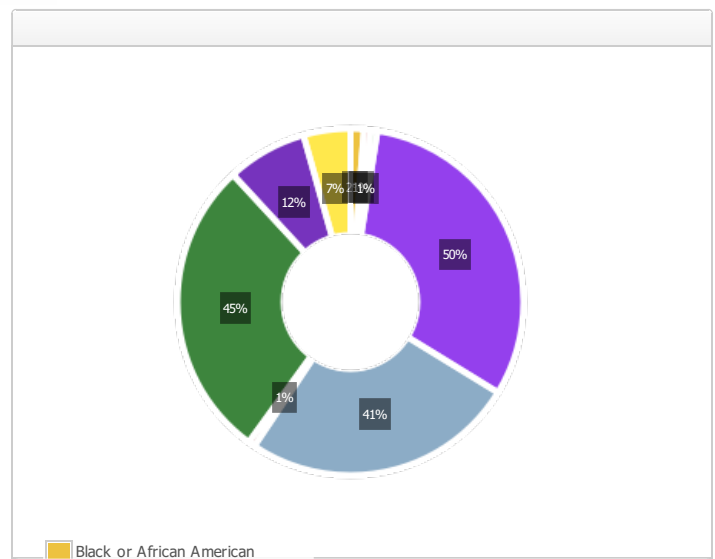
| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 307                |
| Grade 10                | 322                |
| Grade 11                | 246                |
| Grade 12                | 286                |
| <b>Total Enrollment</b> | <b>1161</b>        |



Last updated: 1/5/2016

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.6 %                       |
| American Indian or Alaska Native    | 0.4 %                       |
| Asian                               | 1.6 %                       |
| Filipino                            | 1.4 %                       |
| Hispanic or Latino                  | 50.4 %                      |
| Native Hawaiian or Pacific Islander | 0.3 %                       |
| White                               | 41.1 %                      |
| Two or More Races                   | 1.5 %                       |
| Socioeconomically Disadvantaged     | 45.0 %                      |
| English Learners                    | 12.7 %                      |
| Students with Disabilities          | 7.4 %                       |
| Foster Youth                        | 0.0 %                       |



Last updated: 1/5/2016

## A. Conditions of Learning

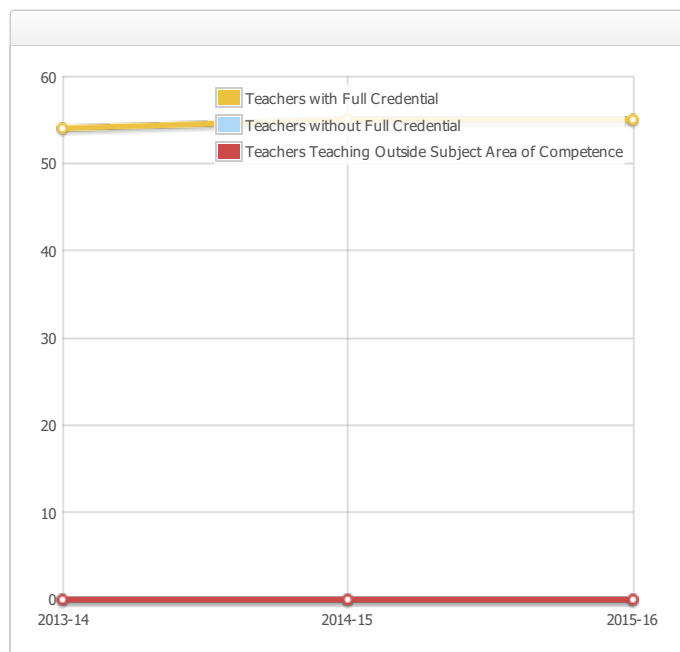
### State Priority: Basic

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

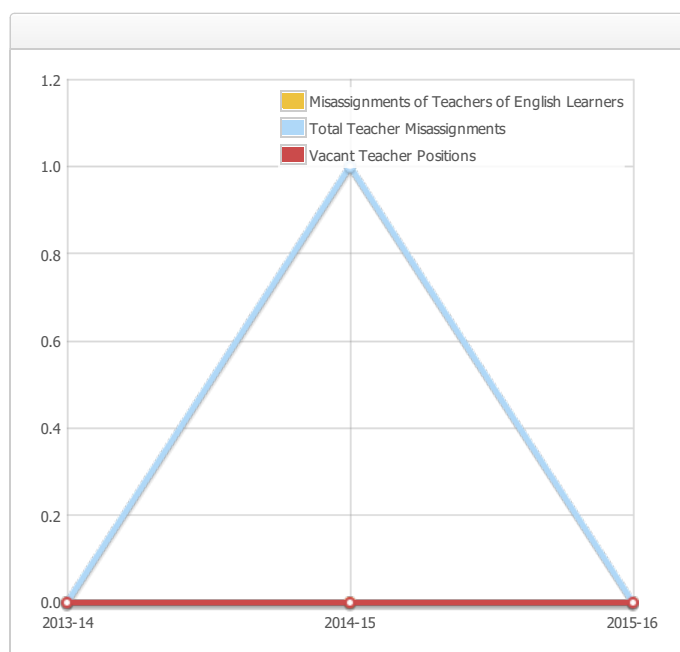
| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2013-14 | 2014-15 | 2015-16 | 2015-16  |
| With Full Credential  | 54      | 55      | 55      | 178      |
| Without Full Credential   | 0       | 0       | 0       | 0        |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |



Last updated: 1/5/2016

#### 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       | 1       | 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: 1/5/2016

## 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                      | 91.0%  | 9.0%   |
| 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: 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 9th Grade - Prentice Hall, Prentice Hall Literature: Timeless Voices, Timeless Themes - Platinum Level 10th Grade - Prentice Hall, Edge Fundamentals - Hampton Brown, Prentice Hall Literature: Timeless Voices, Timeless Themes (The American Experience) Platinum Level California Edition - Prentice Hall   | Yes                        | 0.0 %                                      |
| Mathematics            | California Algebra 1: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill, Calculus Concepts and Applications - Key Curriculum Press, California Algebra Readiness: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill, California Geometry: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill California Algebra 2: Concepts, Skills and Problem Solving - Glencoe/McGraw Hill Pre-Calculus - Key Curriculum Press, College Preparatory Mathematics (CPM)  | Yes                        | 0.0 %                                      |
| Science                | California Algebra 1: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill, Calculus Concepts and Applications - Key Curriculum Press, California Algebra Readiness: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill, California Geometry: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill California Algebra 2: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill Pre-Calculus - Key Curriculum Press, Campbell: Biology in focus Nasta Edition - Pearson Education, Campbell: Biology in focus AP Edition - Pearson Education |                            | 0.0 %                                      |
| History-Social Science | United States History Modern America - Prentice Hall, Magruder's American Government - Prentice Hall, World History Era - Prentice Hall, Economics: Principles in Action - Prentice Hall, The American Polity for AP Govt - Lanahan Publishing, World Civilization: The Global Experience AP - Pearson Education   | Yes                        | 0.0 %                                      |
| Foreign Language       | T'es Branche? (French)- EMC Publishing, Aventuras (Spanish)- EMC Publishing, Descubre (Native Spanish)-Vista Publishing, Temas (AP Spanish) Vista Publishing   |                            | 0.0 %                                      |
| Health                 | N/A  |                            | 0.0 %                                      |

|                                 |     |       |
|---------------------------------|-----|-------|
| Visual and Performing Arts      | N/A | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | 0.0 % |

*Last updated: 1/5/2016*

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

The district maintenance staff ensures that cleaning is maintained in addition to the repairs necessary to keep the school clean and safe. 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.

*Last updated: 1/5/2016*

### 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                      | Good   |   |
| Interior: Interior Surfaces                                     | Poor   | School district is currently on contract with a firm that is performing a facilities master plan. This will drive the decision/feasibility to repair/modernize/replace. |
| 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 - Most Recent Year

Year and month in which data were collected: July 2015

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

*Last updated: 1/5/2016*

## 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) | 59.0%  | 32.0%    | 44.0% |
| Mathematics (grades 3-8 and 11)                      | 38.0%  | 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: 1/5/2016*



## 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                                  | 238              | 217           | 91.2%          | 16.0%                        | 25.0%                        | 38.0%                        | 20.0%                        |
| Male  | 238              | 115           | 48.3%          | 20.0%                        | 27.0%                        | 37.0%                        | 16.0%                        |
| Female  | 238              | 102           | 42.9%          | 11.0%                        | 23.0%                        | 40.0%                        | 25.0%                        |
| Black or African American                     | 238              | 9             | 3.8%           | --                           | --                           | --                           | --                           |
| American Indian or Alaska Native              | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Asian   | 238              | 5             | 2.1%           | --                           | --                           | --                           | --                           |
| Filipino                                      | 238              | 5             | 2.1%           | --                           | --                           | --                           | --                           |
| Hispanic or Latino                            | 238              | 115           | 48.3%          | 23.0%                        | 30.0%                        | 32.0%                        | 12.0%                        |
| Native Hawaiian or Pacific Islander           | 238              | 1             | 0.4%           | --                           | --                           | --                           | --                           |
| White   | 238              | 80            | 33.6%          | 5.0%                         | 18.0%                        | 45.0%                        | 33.0%                        |
| Two or More Races                             | 0                | 0             | 0.0%           | 0.0%                         | 0.0%                         | 0.0%                         | 0.0%                         |
| Socioeconomically Disadvantaged               | 238              | 88            | 37.0%          | 30.0%                        | 26.0%                        | 31.0%                        | 11.0%                        |
| English Learners                              | 238              | 20            | 8.4%           | 75.0%                        | 20.0%                        | 0.0%                         | 0.0%                         |
| Students with Disabilities                    | 238              | 14            | 5.9%           | 64.0%                        | 7.0%                         | 14.0%                        | 14.0%                        |
| Students Receiving Migrant Education Services | 238              | 9             | 3.8%           | --                           | --                           | --                           | --                           |
| 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: 1/5/2016

**Mathematics - Grade 11**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Achievement Level 1*</b> | <b>Percent Achievement Level 2*</b> | <b>Percent Achievement Level 3*</b> | <b>Percent Achievement Level 4*</b> |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students                                  | 238                     | 219                  | 92.0%                 | 34.0%                               | 27.0%                               | 28.0%                               | 10.0%                               |
| Male  | 238                     | 116                  | 48.7%                 | 35.0%                               | 27.0%                               | 27.0%                               | 10.0%                               |
| Female  | 238                     | 103                  | 43.3%                 | 33.0%                               | 28.0%                               | 30.0%                               | 9.0%                                |
| Black or African American                     | 238                     | 9                    | 3.8%                  | --                                  | --                                  | --                                  | --                                  |
| American Indian or Alaska Native              | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Asian   | 238                     | 5                    | 2.1%                  | --                                  | --                                  | --                                  | --                                  |
| Filipino                                      | 238                     | 5                    | 2.1%                  | --                                  | --                                  | --                                  | --                                  |
| Hispanic or Latino                            | 238                     | 115                  | 48.3%                 | 45.0%                               | 27.0%                               | 22.0%                               | 6.0%                                |
| Native Hawaiian or Pacific Islander           | 238                     | 1                    | 0.4%                  | --                                  | --                                  | --                                  | --                                  |
| White   | 238                     | 82                   | 34.5%                 | 21.0%                               | 33.0%                               | 32.0%                               | 13.0%                               |
| Two or More Races                             | 0                       | 0                    | 0.0%                  | 0.0%                                | 0.0%                                | 0.0%                                | 0.0%                                |
| Socioeconomically Disadvantaged               | 238                     | 90                   | 37.8%                 | 48.0%                               | 30.0%                               | 16.0%                               | 6.0%                                |
| English Learners                              | 238                     | 20                   | 8.4%                  | 80.0%                               | 15.0%                               | 5.0%                                | 0.0%                                |
| Students with Disabilities                    | 238                     | 14                   | 5.9%                  | 71.0%                               | 14.0%                               | 14.0%                               | 0.0%                                |
| Students Receiving Migrant Education Services | 238                     | 9                    | 3.8%                  | --                                  | --                                  | --                                  | --                                  |
| 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: 1/5/2016*

## 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) | 50.0%  | 56.0%   | 53.0%   | 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: 1/5/2016

## 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                    | 53.0%   |
| Male  | 51.0%   |
| Female  | 55.0%   |
| Black or African American                     | --  |
| American Indian or Alaska Native              | --  |
| Asian   | --  |
| Filipino                                      | --  |
| Hispanic or Latino                            | 41.0%   |
| Native Hawaiian or Pacific Islander           | --  |
| White   | 69.0%   |
| Two or More Races                             | --  |
| Socioeconomically Disadvantaged               | 40.0%   |
| English Learners                              | 3.0%  |
| Students with Disabilities                    | 5.0%  |
| 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: 1/5/2016

## Career Technical Education Programs (School Year 2014-15)

Dixon High School offers a number of Career Technical Education (CTE) programs, including:

### Ag Science, Mechanics, Wildlife Art and Supervised Agricultural Education Projects

The DHS Ag 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: Ag Biology, Ag Environmental Science, Wildlife Art (Taxidermy), Ag Mechanics I and II, and Ag Practices. Students in our Ag program both hands-on and academic experiences designed to prepare them for the world of career and work.

### Culinary Arts/Foods

Dixon High School offers a culinary arts program that focuses on the safe and healthy preparation of food. Furthermore, students in our Foods program learn entrepreneurial skills and they operate a small business selling ready-made foods to staff.

### Computer Technology and Multimedia Arts

To graduate from Dixon High School all students must pass an introductory computer technology course. This course serves as the basis for our two curricular paths: Computer Science and Multimedia Arts. Computer Science is currently in its first year. Students learn the basics of coding, web site design, and robotics. Next year we will offer an AP Computer Science course for those students interested in pursuing this. Our Multimedia Arts program offers three courses: Multimedia I, Multimedia II, and Multimedia Publishing. All three courses work with industry standard equipment and software so that students leave the program with the basic skills necessary to continue their education or pursue work in this field. Furthermore, students can earn Adobe Certification in the Multimedia II class.

*Last updated: 1/5/2016*

## 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          | 99.8%   |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 56.8%   |

# State Priority: Other Pupil Outcomes

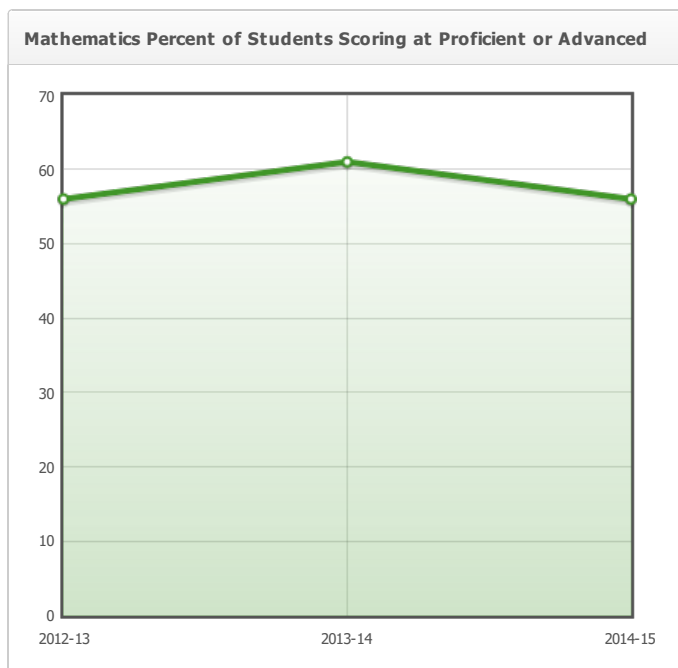
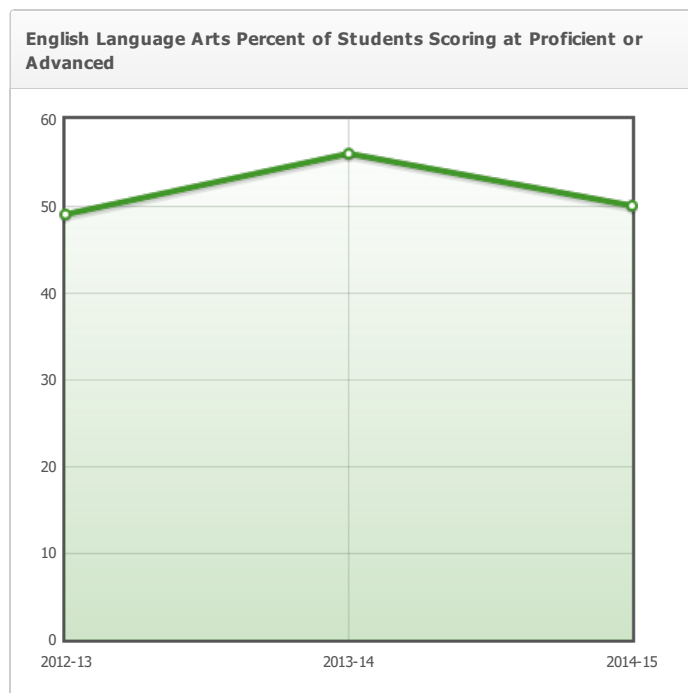
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- 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 | 49.0%   | 56.0%   | 50.0%   | 48.0%    | 54.0%   | 26.0%   | 57.0%   | 56.0%   | 58.0%   |
| Mathematics           | 56.0%   | 61.0%   | 56.0%   | 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: 1/5/2016

## 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                    | 50.0%                  | 24.0%              | 26.0%            | 44.0%                  | 38.0%              | 17.0%            |
| Male  | 57.0%                  | 21.0%              | 23.0%            | 44.0%                  | 37.0%              | 19.0%            |
| Female  | 44.0%                  | 27.0%              | 29.0%            | 45.0%                  | 39.0%              | 15.0%            |
| 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                            | 63.0%                  | 20.0%              | 17.0%            | 58.0%                  | 31.0%              | 11.0%            |
| Native Hawaiian or Pacific Islander           | 0.0%                   | 0.0%               | 0.0%             | 0.0%                   | 0.0%               | 0.0%             |
| White   | 34.0%                  | 29.0%              | 37.0%            | 27.0%                  | 50.0%              | 24.0%            |
| Two or More Races                             | 0.0%                   | 0.0%               | 0.0%             | 0.0%                   | 0.0%               | 0.0%             |
| Socioeconomically Disadvantaged               | 66.0%                  | 22.0%              | 12.0%            | 56.0%                  | 34.0%              | 10.0%            |
| English Learners                              | 95.0%                  | 5.0%               | 0.0%             | 95.0%                  | 3.0%               | 3.0%             |
| Students with Disabilities                    | 95.0%                  | 5.0%               | 0.0%             | 95.0%                  | 5.0%               | 0.0%             |
| Students Receiving Migrant Education Services | 68.0%                  | 28.0%              | 4.0%             | 64.0%                  | 28.0%              | 8.0%             |
| 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: 1/5/2016

## California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 14.6%   | 26.7%                 | 40.9%                |

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.

Last updated: 1/5/2016

## 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

Parents have a number of avenues to get involved at Dixon High School. Parent organizations include the PTO, Dixon Schools Athletic Boosters, Band Boosters, numerous sport specific boosters, Dixon Sober Grad Night, and ELAC. Dixon High School also hosts a number of information nights to get parents more involved in their children’s education. In addition to Back to School Night and Open House, parents join us Cash-4-College, College Admissions sessions, events, band concerts, plays and musicals, and college application sessions. Dixon High School parents also serve as representatives on district facilities teams and the district’s LCAP planning group.

### State Priority: Pupil Engagement

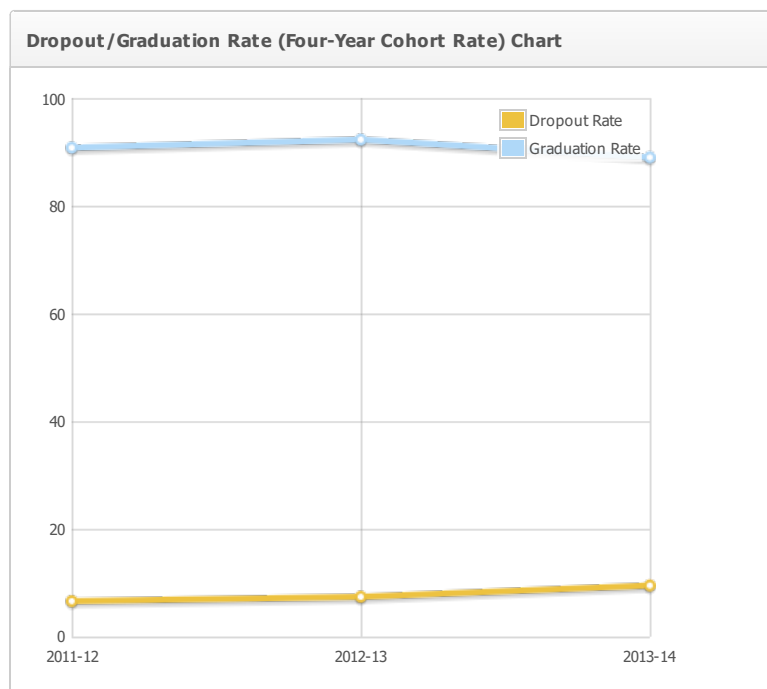
*Last updated: 1/19/2016*

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    | 6.6%    | 7.4%    | 9.5%    | 13.4%    | 13.9%   | 15.9%   | 13.1%   | 11.4%   | 11.5%   |
| Graduation Rate | 90.80   | 92.30   | 89.00   | 80.50    | 81.00   | 77.80   | 78.87   | 80.44   | 80.95   |



*Last updated: 1/5/2016*

**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                        | 89                              | 79              | 84           |
| Black or African American           | 78                              | 80              | 76           |
| American Indian or Alaska Native    | 93                              | 100             | 78           |
| Asian                               | 100                             | 100             | 92           |
| Filipino                            | 87                              | 100             | 96           |
| Hispanic or Latino                  | 54                              | 70              | 81           |
| Native Hawaiian or Pacific Islander | 59                              | 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                        | --                              | --              | --           |



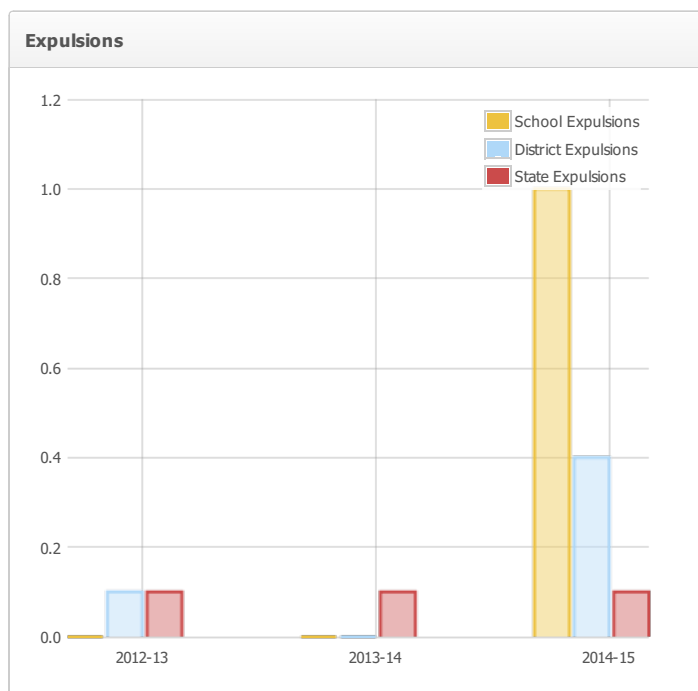
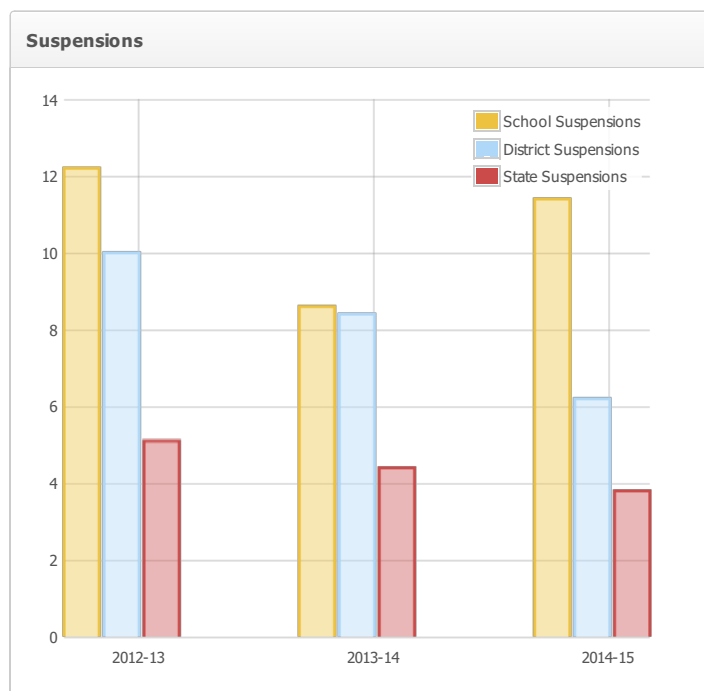
# State Priority: School Climate

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 | 12.2    | 8.6     | 11.4    | 10.0     | 8.4     | 6.2     | 5.1     | 4.4     | 3.8     |
| Expulsions  | 0.0     | 0.0     | 1.0     | 0.1      | 0.0     | 0.4     | 0.1     | 0.1     | 0.1     |



Last updated: 1/5/2016

## School Safety Plan - Most Recent Year

Student safety at Dixon High School is a 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. Dixon High School reviews and updates its procedures for evacuations, fire emergencies, and intruders every year. Staff and students are trained on what to do in these incidents, and we have drills to practice for them. Dixon High School employs two part-time campus supervisors to ensure students are safe and conduct themselves in appropriate ways. 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 badge to indicate they are allowed on campus. Dixon High School has first aid kits throughout campus, and we have two AED machines should students, staff, or visitors have cardiac emergencies. All athletic coaches are CPR Certified and current with the most recent research and protocols for concussions.

Last updated: 1/22/2016

## 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                            | Yes    | Yes      |       |

*Last updated: 1/5/2016*

**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        | 27.0               | 13                  | 15    | 22  | 25.0               | 14                  | 25    | 10  | 27.0               | 10                  | 20    | 16  |
| Mathematics    | 26.0               | 13                  | 15    | 18  | 27.0               | 8                   | 22    | 16  | 26.0               | 12                  | 25    | 10  |
| Science        | 31.0               | 1                   | 18    | 15  | 29.0               | 7                   | 11    | 15  | 29.0               | 2                   | 22    | 7   |
| Social Science | 26.0               | 8                   | 16    | 13  | 26.0               | 8                   | 16    | 11  | 29.0               | 5                   | 11    | 16  |

\* 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: 1/5/2016*

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

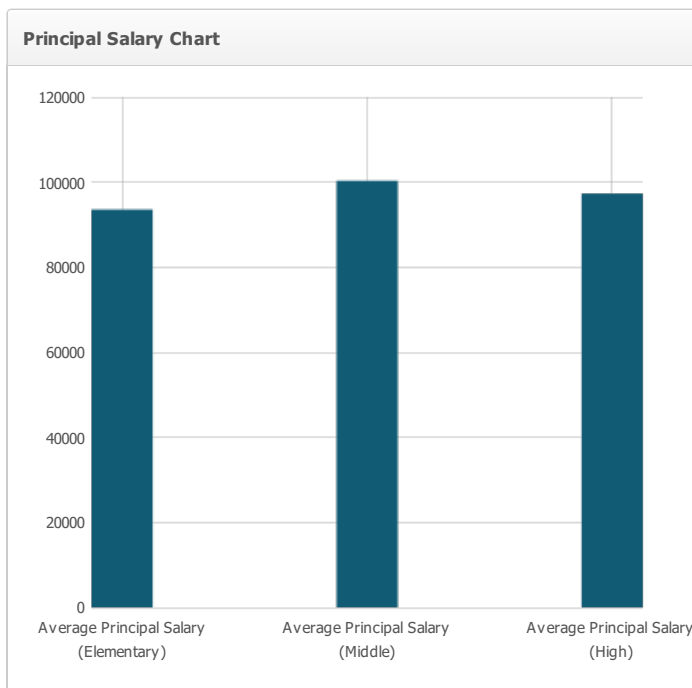
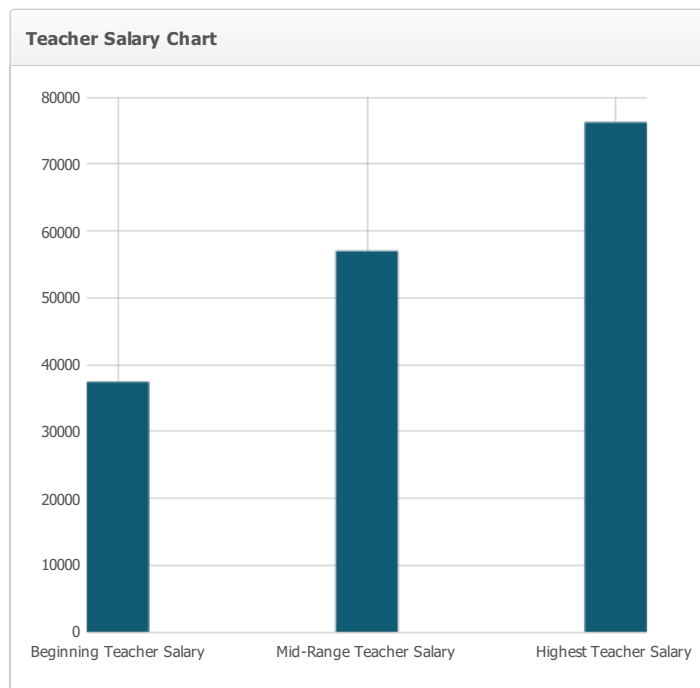
Dixon High School received no categorical funds in hte 2014-15 school year.

Last updated: 1/22/2016

### 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: 1/4/2016

**Advanced Placement Courses (School Year 2014-15)**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 0                             | N/A                               |
| English                  | 3                             | N/A                               |
| Fine and Performing Arts | 0                             | N/A                               |
| Foreign Language         | 0                             | N/A                               |
| Mathematics              | 3                             | N/A                               |
| Science                  | 2                             | N/A                               |
| Social Science           | 5                             | N/A                               |
| All Courses              | 13                            | 0.9%                              |

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 1/4/2016*

**Professional Development – Most Recent Three Years**

Dixon High School has invested significant time and effort into ensuring our staff is prepared to teach to the Common Core State Standards. By Department, the following professional development activities have been supported by the school:

English: We have contracted with WestEd to rewrite our curricula so that they meet the expectations of the CCSS. All teachers have participated in numerous professional development days.

Math: The Math Department has attended outside trainings for their new CCSS textbook, CPM. They have been supported in their work with the UC Davis Math Project. Three members of the department attended the state teachers math department in the spring of 2015. Dixon Unified also employed a secondary math coach in 2014-15 to support teachers.

Science: The Science Department was given release days to look at the new science standards (NGSS).

Foreign Language: New textbooks were adopted in 2013-14. Teachers were given support and release days to properly utilize and implement these new resources.

Career Technical Education: CTE Teachers have attended a number of local, regional, and statewide conferences to stay abreast of current trends in their focus areas. Solano County CTE does a full program evaluation with site administration every other year to monitor programs and make changes as necessary.

Social Science: Social Science teachers are active in the UC Davis History Project. In 2014-15 teachers were given release days to update their curricula to meet the expectations of the CCSS.

AVID: Dixon High School sent a team of four teachers and one administrator to the July 2014 AVID Conference.

*Last updated: 1/22/2016*