

# School Accountability Report

Reported for the 2011-2012 School Year

Published During 2012-2013

## Dixon High School



This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011-2012 school year. School finances and school completion data are reported for the 2010-2011 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012-2013 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### I. About This School

#### Contact Information (2011-12 School Year)

<b>School Name</b>	Dixon High School	<b>District Name</b>	Dixon Unified
<b>Street</b>	555 College Way	<b>Phone Number</b>	707-678-5583
<b>City, Street, Zip</b>	Dixon, Ca 95620-3209	<b>Website</b>	<a href="http://www.dixonusd.org">www.dixonusd.org</a>
<b>Phone Number</b>	707-693-6330	<b>Superintendent</b>	Brian Dolan
<b>Acting Principal</b>	Nick Girimonte	<b>Email Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>
<b>Email Address</b>	<a href="mailto:ngirimonte@dixonusd.org">ngirimonte@dixonusd.org</a>	<b>CDS Code</b>	4875324832259

#### Principals Message: (2012-2013 School Year)

In keeping with Dixon's commitment to quality education for its children, the citizens of Dixon approved a bond in 2002 that allowed for the construction of a new high school. In 2007, Dixon High moved to a beautiful new facility that allowed us to expand our elective programs and more effectively use technology in all classes. Furthermore, the new campus has improved student and staff pride in the school. Visitors come to our campus and are immediately impressed by what has become known as the jewel of our school district. The architecture and landscaping evoke post-secondary institution—an intentional reminder to students about what awaits them if they succeed academically. In addition to

standard academic classrooms, the new school has a state of the art science lab, an art building that has a furnace for ceramics, a wood and metal shop that utilizes modern equipment, a central library with an atrium and open floor plan, a solar farm, and athletic facilities that allow our students to compete in arenas commensurate with their dedication and skill. Furthermore, the site includes a large swath of land for a school farm. Our exceptional agricultural program is working on constructing this, although the difficult funding environment has stalled this project.

In the Spring of 2008 the Western Association of Schools and Colleges (WASC) Accreditation granted Dixon High School a six-year term of accreditation with a midterm review, expiring on June 30, 2014. WASC mentioned, "after a careful study of the Visiting Committee Report, which noted many laudable aspects of the school and quality of instruction being offered at Dixon High School."

Demographically, Dixon is largely a bicultural community with most members of the populace identifying as Caucasian or Latino. Dixon is also home to a Migrant Camp where farm workers and their families reside for parts of the year. These factors contribute to Dixon High School's large population of English Learners and Redesignated English Learners, most of whom speak Spanish as their first language. In keeping with Dixon High School's goal to close the achievement gap, DHS teachers provide ELD instruction to promote academic achievement, access to the core curriculum, and English fluency.

The positive changes Dixon High School has been able to affect are due in large part to the collaborative structures built into our schedule. Biweekly on Wednesday mornings, staff participates in Common Planning Time (CPT) activities. During these allotments, staff and administration participate in professional development activities including implementing Professional Learning Communities to learn about and improve on teaching practices. On non-CPT Wednesdays, departments are given Collaborative Time (CT) to work on implementing CPT programs, manage department business, build and improve on Essential Standards, create and/or analyze assessments, and align curriculum. The results of all this time are evident everywhere, as our departments are strong units of collaboration that are committed to providing strong curricula to our students. Because of the hard work and dedication of our students and staff the California Department of Education informed Dixon High School they qualified as a nominee for the 2011 California Distinguished Schools recognition program.

In 2012-2013, Dixon High School has a number of foci. Our principle goal is to ensure all students have access to high quality instruction and curriculum. Furthermore, we are beginning our transition to the national Common Core State Standards. These standards will require extensive preparation to ensure proper implementation in the years to come. Our staff is excited to begin this process and to work with these new standards. Finally, we are preparing for our WASC visit in the spring of 2014. The WASC process requires us to look at all aspects of our school and consider the effectiveness of our program; the end result of this self-study is an action plan which will drive our school's efforts in the years to come.

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## **Parental Involvement (2011-12) School Year)**

<b>Contact Person:</b>	Nick Girimonte	<b>Contact Person Phone #:</b>	707-693-6330
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Parents of Dixon High School can get involved in various ways here at DHS:

1. School Site Council (SSC)
2. DHS Parents Association (DHSPA)
3. DHS Spanish Speaking Parents Association (PUEDO)
4. English Learner Advisory Committee (ELAC)
5. Dixon Sober Graduation Night
6. Quarter Back Club (QB Club)
7. Campus Cleanup Committee
8. DHS Band Boosters
9. Dixon Basketball Association (DBA)
10. Dixon Schools Athletic Boosters (DSAB)

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

Subject	2009-2010				2010-2011				2011-2012			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	23.6	10	31	6	23	17	33	2	25.3	7	30	8
<b>Mathematics</b>	21.8	9	28	5	23	15	30	4	26.8	9	19	12
<b>Science</b>	28	3	32	1	27	4	32	1	25.8	6	29	3
<b>Social Science</b>	24.9	3	25	4	24	10	26	2	26.1	6	26	0

## **Student Enrollment by Grade Level (2011-12 School Year)**

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	307
Grade 3	0	Grade 10	278
Grade 4	0	Grade 11	272
Grade 5	0	Grade 12	260
Grade 6	0	Ungraded Secondary	0
Grade 7	0	<b>Total Enrollment</b>	<b>1117</b>

### Student Enrollment by Group (2011-2012 School Year)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.8	White (not Hispanic)	44
American Indian or Alaska Native	0.8	Two or More Races	
Asian	2.2	Socioeconomically Disadvantaged	41.5
Filipino	1.4	English Learners	10.8
Hispanic or Latino	45.1	Students with Disabilities	7
Native Hawaiian or Pacific Islander	0.5		--

## II. School Safety and Facilities

### School Safety Plan (2010-11)

<b>Date School Safety Plan last reviewed:</b>	August 8, 2010
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Our school safety plan is a comprehensive document including the following elements:

- School Profile
- School Climate
- Physical Environment
- Action Plan
- Safety Strategies

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## School Safety Compliance

Procedures for Safe and Orderly Environment

Emergency Procedures

Standardized Emergency Manual

Initial Response to Emergencies

Immediate Response Actions

## **Suspensions & Expulsions**

This table displays the rate of suspensions and expulsions (the total of incidents divided by the total enrollment) at the school and the district levels for the most recent three-year period. Total number of at-home suspensions divided by total number of students accounted in CBEDS for 11-12.

	School			District		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-12
<b>Suspension Rate</b>	.8	15.7	7.0	.6	14.0	9.5
<b>Expulsion Rate</b>	.1	.6	.5	.5	.5	.5

## **School Facility Conditions**

The New Dixon High School opened its doors in August of 2007. Currently there are 65 classrooms being used by Dixon High, 1 classroom used by our Independent Studies program, and 13 unused rooms. Each room has a built in LCD projector, surround sound, DVD/VCR combo, classroom phone, built in screen, built in book shelves, and a teacher computer.

Other features of Dixon High School are:

Welding/AG Shop

Woodshop

Ceramics room with kiln outside on secured patio

Band room

Library with computer lab

3 Computer Labs

1 Science Computer Lab

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Fashion Design Room

Culinary room

Learning Center used for free tutorial services

Career Center

Theater

Amphitheater

Big and Small Gym

Multiuse stadium with all-weather track

2 baseball fields

2 softball fields

Multiuse lighted practice field

10 acre solar farm which powers our school site

## Planned Improvements (2011-12 School Year)

N/A

## School Facility Good Repairs Status (2011-12 School Year)

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	Action Taken or Planned
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation and air conditioning), Sewer		X		Sewer system in S-Wing in need of improvement
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings)	X			
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms and common areas)		X		Shortage of custodial staff for daily cleaning
<b>Electrical:</b> Electrical Systems (interior and exterior)	X			
<b>Bathroom/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior/exterior)	X			
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior/exterior)	X			

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<b>External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds</b>	X			
<b><u>Overall Summary:</u></b>	X			
<b><u>Date of Inspection:</u></b>	12-16-11			
<b><u>Completion Date of Inspection Form:</u></b>	12-16-11			

### III. Curriculum and Instructional Materials

#### **Quality, Currency and Availability of Textbooks and Instructional Materials (2011-12 School Year)**

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at this school; the year of the most recent adopted materials; and information about the school's use of any supplemental curriculum or non adopted textbooks or instructional materials.

Subject Area	Textbook Title/Publisher	Year of Adoption
<b>English-Language Arts</b>	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	2008, 2008, 2008, 2008
<b>Mathematics</b>	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,	2008, 2008, 2008

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	<p>California Geometry: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill</p> <p>California Algebra 2: Concepts, Skills, and Problem Solving – Glencoe/McGraw Hill</p> <p>Pre-Calculus – Key Curriculum Press</p>	<p>2010</p> <p>2012</p>
<b>History-Social Science</b>	<p>United States History Modern America - Prentice Hall, Magruder's American Government - Prentice Hall, World History Era - Prentice Hall, Economics: Principles in Action - Prentice Hall</p>	<p>2008, 2003, 2008, 2003</p>
<b>Science</b>	<p>Introductory Chemistry: A Foundation - Houghton Mifflin, Essentials of Anatomy and Physiology 6th Edition - McGraw Hill, Modern Earth Science - Holt, Rinehart, and Winston, Modern Biology - Holt, Rinehart, and Winston, Physics: Principles and Problems - Glencoe/McGraw Hill</p>	<p>2008, 2002</p>
<b>Other</b>	<p>Culinary Essentials – Glencoe/McGraw Hill</p>	<p>2010</p>
		Yes / No
<b>Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials</b>		Yes

## Availability of Textbooks and Instructional Materials



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Core Curriculum Area	Percent of Pupils who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (9-12)	0

<b>Textbook Information Collection Date:</b>	August 8, 2012
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### Textbook Insufficiency (if applicable)

None

### Standardized Testing and Reporting

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST's); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CST's show how well students are doing in relation to the state content standards. The CST's include English-language Arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CST's with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations or modifications of the CMA with accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2010 STAR Program Results to the public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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## Standardized Testing and Reporting Results for All Students – Three Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>English-Language Arts</b>	53	51.6	51.9	48.0	50.0	50.4	52.0	54.4	57.2
<b>Mathematics</b>	20.0	22	26.6	42.3	44.3	45.3	48.1	50.4	51.5
<b>Science</b>	36.8	37	39.1	52.6	49.7	53.4	53.6	57.0	59.5
<b>History-Social Science</b>	39.8	48.8	46.1	40.6	41.6	46.2	44.4	47.7	48.8

## Standardized Testing and Reporting Results for by Student Group –Most Recent Year

Group	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the District</b>	51.9	55.1		
<b>All Students at the School</b>	53.3	54.9	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	---	--	--
<b>Hispanic or Latino</b>	38.3	43	--	--
<b>Native Hawaiian or Pacific Islander</b>			--	--
<b>White (Not Hispanic)</b>	72	70.6	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Economically Disadvantaged</b>	35	36.9	--	--
<b>English Learners</b>	18.8	23.5	--	--
<b>Students with Disabilities</b>	7.7	0.0	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--

*Detailed data regarding the performance at proficient or advance of NCLB identified subgroups in Science and Social Science/History is available at Dixon High School or the District Office.*

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## California Physical Fitness Test Results (School Year 2011-2012)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/ptf/>.

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A
<b>9</b>	83.1	65.1	39.5

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API is a 1 to 10 ranking. A statewide rank of 1 means the school has an API score in the lowest 10 percent of all schools in the state; while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means the school's academic performance is better than at least 90 of the 100 similar school.

API Rank	2009-10	2010-11	2011-12
<b>Statewide</b>	5	6	5
<b>Similar Schools</b>	6	4	2

### Academic Performance Index Growth by Student Group – Three Year Comparison

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Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	28	-5	7
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	44	-11	6
Native Hawaiian or Pacific Islander	--	--	--
White (Not Hispanic)	29	-1	11
Two or More Races	--	--	--
Socioeconomically Disadvantaged	54	-20	-5
English Learners	50	-44	-2
Students with Disabilities	--	--	--

## Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

Group	2012 Growth API		
	School	District	State
All Students at the School	7	7	10
Black or African American	--	--	14
American Indian or Alaska Native	--	--	9
Asian	--	--	7
Filipino	--	--	10
Hispanic or Latino	6	8	11
Native Hawaiian or Pacific Islander	--	--	12
White (Not Hispanic)	11	13	8
Two or More Races	--	--	13
Socioeconomically Disadvantaged	-5	-1	11

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<b>English Learners</b>	-2	-21	20
<b>Students with Disabilities</b>	--	29	14

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (2011-12 School Year)

AYP Criteria	School	District
<b>Overall</b>	No	No
<b>Participation Rate – English Language Arts</b>	Yes	Yes
<b>Participation Rate -- Mathematics</b>	Yes	Yes
<b>Percent Proficient – English Language Arts</b>	No	No
<b>Percent Proficient – Mathematics</b>	No	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	No	Yes

## Federal Intervention Program (2011-12 School Year)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	NA	In PI
<b>First Year of Program Improvement</b>	NA	2008-2009
<b>Year in Program Improvement</b>	NA	Year 3+
<b>Number of Schools Currently in Program Improvement</b>	NA	3

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## V. Teachers and Support Staff

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE Web site on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Parents may request information regarding the professional qualifications of their child's teacher(s) and teacher(s)' aide(s). Detailed information regarding teacher credentials can be found at: <http://www.ctc.ca.gov/>

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	61	59	57	171
<b>Without Full Credential</b>	1	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	1	0	0

### Vacant Teacher Positions and Teacher Misassignments

Indicators	School		
	2009-2010	2010-11	2011-12
<b>Vacant Teacher Positions</b>	0	0	0
<b>Misassignments of Teachers of English Learners</b>	2	0	0
<b>Total Teacher Misassignments</b>	2	0	0

### Core Academic Class Taught by No Child Left Behind Compliant Teachers (2012-2013 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Complaint Teachers
<b>This School</b>	100%	0
<b>All Schools in District</b>	99.5%	.5%
<b>High-Poverty Schools in District</b>	100%	0
<b>Low-Poverty Schools in District</b>	--	--

## Professional Development

In order to improve student learning Dixon High School has a number of professional development initiatives we are pursuing. Our primary delivery method for professional development is time built into our current schedule. On double-period Wednesdays, staff gathers from 7:30 to 9:30 to learn new techniques, troubleshoot current practices, and plan for future activities. On single-period Wednesdays, staff has time from 1:45 to 3:00 to meet in PLC teams (explained below).

Dixon High School staff also sends staff to outside workshops, seminars, and trainings which provide access to the latest trends in educational research. In 2011-2012, Dixon High School staff attended off-site professional development in a number of areas, including Literacy, Professional Learning Communities, Common Core State Standards, English Reading and Writing Curriculum, AVID and other college-going initiatives, Career-Technical Education, Advanced Placement, English Language Learners/Development, AB 430 Administrator Training, and Response to Intervention (RtI).

Below

### Literacy

The most organized and consistent staff development at Dixon High School has been in the area of secondary literacy.

Our program is called “Reading Apprenticeship” and all staff has been extensively trained in this pedagogical model from

1999 to the present by the site’s Literacy Team. Reading Apprenticeship is an umbrella term for the many literacy strategies we have learned about and then incorporated across curricular areas. As a staff, we have learned how to model good reading strategies in each of our classes and have observed and reflected upon the implications of our teaching of reading in the various content areas.

Dixon High School’s Literacy Team represents an evolving movement on campus to incorporate research-based literacy strategies across content areas. For over 12 years, waves of teacher and administrator teams have trained at WestEd’s Strategic Literacy Initiative in the Bay Area to incorporate effective content-area reading practices into our classrooms.

The Literacy Team, an interdisciplinary teacher group, is a support for DHS teachers interested in improving their students’ “reading-to-learn” abilities as well as a grassroots training team for the rest of the staff. Our pedagogical model is called “Reading Apprenticeship” where teachers become reading

mentors in their content area, modeling for their “apprentice” students how a master reader navigates text in each curricular area.

Reading Apprenticeship is an approach to reading instruction that helps young people develop the knowledge, strategies, and dispositions they need to become more powerful readers. It is at heart a partnership of expertise, drawing on what teachers know and do as content-area readers, and on adolescents' unique and often underestimated strengths as learners. RA is based on the core ideas that:

- Reading involves complex, invisible processes. Making these problem-solving processes visible helps students become independent, strategic readers.
- Students are motivated when they are active agents in their own learning.
- Students need to be apprenticed by content-area teachers to acquire the tools and strategies necessary for academic success.
- Diversity in students’ language, culture, and experience is a resource for reading comprehension.

### **Professional Learning Communities (PLCs)**

Dixon High School has also begun the process of implementing Professional Learning Communities, or PLCs. PLCs enable staff to group in meaningful and productive ways around student learning. At the heart of PLC work are four essential questions: (1) What do we want students to learn?; (2) How will we know they learned it?; (3) What will we do when they didn’t learn it?; and (4) What will we know when they did learn it? Many staff members at Dixon High have been to trainings regarding PLC, and these teachers and administrators are leading the charge on PLC implementation. One of the goals of PLCs is to create a consistent experience for our students, regardless of who their teachers are. For example, a student in Algebra I in Teacher A’s class should expect to be evaluated in the same way as a student in Teacher B’s class. These common assessments allow teachers to reflect on their own teaching so that they better understand which strategies are working, and, more importantly, which ones are not.

### **Common Core State Standards (CCSS)**

Like most states in the US, California has adopted the national Common Core standards. These standards are quite rigorous, and will require our teachers to refine their curricula to better serve students.

The first Common Core testing will be done in the Spring of 2015, which means our time to change our practices to meet the expectations is short. Currently, groups of teachers and administrators across the district are learning about the CCSS, and how they will impact our classrooms. Some teachers have



begun experimenting with CCSS standards and strategies, but the real work of implementation will begin next fall.

## **BTSA (Beginning Teacher Support and Assessment)**

Beginning Teacher Support and Assessment is a state-funded induction program, co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) designed to support the professional development of newly-credentialed, beginning teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials. At Dixon High School, eleven of our new teachers participate in the BTSA induction program and are mentored by four trained support providers. Dixon Unified School District is part of the Yolo-Solano BTSA Induction Consortium and works closely with newly credentialed teachers out of the UC Davis School of Education.

## Standards and Courses of Study

Dixon High School has made a concerted effort to develop CA State Standards and Courses of Study since our 2008 Self-study. Toward this end, we have done the following:

- Staff members in all core areas (English, Mathematics, Science, and History/Social Studies) attended a two-week State Standards Summer Institute facilitated by WestEd to identify “essential standards” in each curricular area in 2002. This institute was a launching pad for all core departments to begin addressing essential state standards for instruction and assessment.
- Every class offered at Dixon High School is fully described in a course catalog distributed to all students and many parents. The catalog provides for every course on campus a course description, a list of materials/texts used, class requirements, and prerequisites.
- Bell schedule for Common Planning Time (CPT) to address school wide and department-wide work. Some CPTs are allotted to specifically develop CA State Standards units, lessons, and assessments. Common Planning Time occurs each week on Wednesdays.
- Mathematics Department has adopted several new standards-based textbooks to address low student performance in class and on the CSTs.

## Department-specific Professional Development

Our departments engage in regular, department-specific trainings through professional councils and/or organizations. Counseling works through ACSA to better implement counseling standards in its program. Seventy percent (75%) of the English Department trains or has trained through WestEd’s Strategic Literacy Initiative (SLI) to improve secondary reading skills across all grade levels. A handful of English teachers have also participated in AP institutes. Mathematics participates in trainings with many

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organizations such as MESC (Mathematics Educators of Solano County), UC Davis, CMC (California Mathematics Council), YMSP (Yolo Math and Science Project), MDTP (Mathematics Diagnostic Testing Project), and NCTM (the National Council of Teachers of Mathematics). Many science teachers participate in individual research and also in WestEd’s Strategic Literacy Initiative. Foreign Language teachers belong to CLTA and participate in professional development through that association as well as trainings in TPR (Total Physical Response) theory. History and Social Science teachers adopted new textbooks with specific trainings on how to implement them. All teachers are CLAD or SDAIE trained to work with English Language Learners.

## Professional Development Days

Indicator	Professional Development Days		
	2009-2010	2010-2011	2011-2012
Number of school days dedicated to staff development	40	37	38

## Counselors, and Other Support Staff (School Year 2011-2012)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	568
Counselor (Social/Behavior or Career Development)	Included in Acad. Counselor	--
Librarian	--	--
Library Services Staff	0.5	--
Psychologist	0.5	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	1	--
Resource Specialist (non-teaching)	4	--
Other	0	--

## VI. High School Information

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## Completion of High School Graduation Requirements

Group	School	District	State
All Students at the School	88.97%	78.1%	76.2%
Black or African American	50%	44.44%	62.76%
American Indian or Alaska Native	100%	100%	68%
Asian	100%	83.33%	89.66%
Filipino	100%	100%	89%
Hispanic or Latino	87.5%	78.67%	70.41%
Native Hawaiian or Pacific Islander	100%	100%	74.26%
White (Not Hispanic)	91.30%	77.65%	84.36%
Two or More Races	NA	NA	81.36%
Socioeconomically Disadvantaged	85.07%	70.39%	69.94%
English Learners	73.33%	58.54%	60.21%
Students with Disabilities	82.76%	64.1%	59.04%

## Advanced Placement Courses (2011-2012 School Year)

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
English	1	5.6
Mathematics	1	1.7
Science	1	5.0
Social Studies	1	2.7
Computer Science	0	
Foreign Language	1	2.0
Fine and Performing Arts	0	--
Other Courses	0	--

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UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admissions	1135
Graduates Who Completed All Courses Required for UC/CSU Admission	110

**\*\*For more information on general Admission Requirements for California Public Universities please refer to cde:**

<http://www.universityofcalifornia.edu/admissions/>.

**\*\*For more information on general Admission Requirements for Cal State University**

<http://www.calstate.edu/admission/admission.shtml>.

## Drop Out and Graduation Rate

	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2010-11	2010-11
<b>Drop Out Rate</b>	3.1%	9.4%	10%	7.2%	14.3%	16.4%	4.0%	17.5%	14.4%
<b>Graduation Rate</b>	87.1%	87.2%	89%	79.02%	81.6%	78.1%	80.0%	75.2%	76.3%

Acquired from CDE statistics

## CAHSEE Results by Performance Level for All Students – Three-Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>English-Language Arts</b>	55.0%	58.9%	53.3%	54.0%	56.3%	51.9%	54.0%	58.9%	58.1%
<b>Mathematics</b>	65.0%	55.7%	54.9%	64.0%	54.4%	55.1%	53.0%	56.2%	59.5%

## CAHSEE Results by Performance Level for Student Groups

Group	English-Language Arts			Mathematics
	Not Proficient	Prof/Adv	Not Proficient	Prof/Adv
<b>All Students in the District</b>	48.1	51.9	44.9	55.1
<b>All Students at this School</b>	46.7	53.3	45.1	54.9
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	61.7	38.3	57	43
<b>Native Hawaiian or Pacific Islander</b>				

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<b>White (Not Hispanic)</b>	28	72	29.4	70.6
<b>Two or more Races</b>	--	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Economically Disadvantaged</b>	65	35	63.1	36.9
<b>English Learners</b>	81.2	18.8	76.5	23.5
<b>Students with Disabilities</b>	94.7	5.3	84.2	15.8
<b>Students Receiving Migrant Education Services</b>	--	--	--	--

\*\* For more information on CAHSEE: <http://cahsee.cde.ca.gov/>.

## **Career Technical Education Participation (2010-11)**

CTE Courses at Dixon High School:ROP Diversified Occupations/ Work Experience ROP Entrepreneurship/Virtual EnterpriseROP Multimedia 2/Publication (Yearbook)ROP Multimedia 2/WEB DesignROP Multimedia Art 1JournalismTechnology Agricultural Mechanics IAgricultural Mechanics II ROP Agricultural MechanicsROP Agricultural PracticesROP Wildlife Art and TaxidermyResidential Construction 1Advanced Residential Construction 2Architectural Design Introduction to Foods Advanced Foods Fashion Design 1 Fashion Design 2

This section provides information regarding the Career Technical Education (CTE) programs and lists programs offered at the school.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	646
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	100
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0

## **VII. School Expenditures**

### **Expenditures Per Pupil and School Site Teacher Salaries (2010-2011 Fiscal Year)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at

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http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School</b>	\$4,966.00	\$446.00	\$4,520.00	
<b>District</b>			\$6,850.00	\$62,008.00
<b>State</b>			\$8,323.00	\$67,871.00

## Types of Services Funded (2010-2011 Fiscal Year)

Lottery Funds

Carl Perkins Vocational Grant

Economic Impact Aid

## Teacher and Administrative Salaries (2010-2011 Fiscal Year)

Range	District	State Average for Districts in the Same Category
<b>Beginning Teacher Salary</b>	\$36,495.00	\$38,725.00
<b>Mid-Range Teacher Salary</b>	\$55,593.00	\$59,717.00
<b>Highest Teacher Salary</b>	\$74,377.00	\$77,957.00
<b>Average Principal Salary (Elementary)</b>	\$86,806.00	\$95,363.00
<b>Average Principal Salary (Middle)</b>	\$97,878.00	\$98,545.00
<b>Average Principal Salary (High)</b>	\$101,018.00	\$107,031.00
<b>Superintendent Salary</b>	\$168,566.00	\$149,398.00
<b>Percent of Budget for Teacher Salaries</b>	40.75%	37.20%
<b>Percent of Budget for Administrative Salaries</b>	5.24%	5.85%

## VIII. Data Access

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## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> 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 Academic Performance Index [API], Adequate Yearly Process [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing and data pertaining to 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.

