Dixon High

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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 at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Stephanie Marquez, Principal

📍 Principal, Dixon High

About Our School

Welcome to Dixon High School! We are the single comprehensive high school in our community of approximately 20,000 people. Our students are not only well-rounded and talented, but they are also wonderful human beings who contribute to our community and graduate ready for college and career. We are committed to ensuring all students learn at high levels every day and our staff continues to learn and work together to make this happen for all kids. Recently, we have become an AVID School and we are proud of our expectations for student engagement.

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

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

Best,

Stephanie Marquez

Principal

Contact

Dixon High
555 College Way
Dixon, CA 95620-9301

Phone: 707-693-6330
E-mail: smarquez@dixonusd.org

About This School

Contact Information (School Year 2018—19)

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

School Contact Information (School Year 2018—19)	
School Name	Dixon High
Street	555 College Way
City, State, Zip	Dixon, Ca, 95620-9301
Phone Number	707-693-6330
Principal	Stephanie Marquez, Principal
E-mail Address	smarquez@dixonusd.org
Web Site	http://dhs.dixonusd.org/
County-District-School (CDS) Code	48705324832259

Last updated: 1/31/2019

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

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. At DHS, it is our vision that students are empowered to reach their personal and academic potential by staff who support and build meaningful relationships with them, that students are engaged in learning by staff who embrace and utilize proven instructional strategies, and that students learn and grow from mistakes in a safe classroom and campus environment fostered by encouraging staff. We are an AVID school.

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, student government, clubs, and drama. We believe that students perform best when given multiple ways to do so, especially in well-run programs that have high expectations of students.

Dixon High School did a WASC self-study in the 2013-2014 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.

Last updated: 1/31/2019

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

Grade Level	Number of Students
Grade 9	297
Grade 10	301
Grade 11	282
Grade 12	255
Total Enrollment	1135
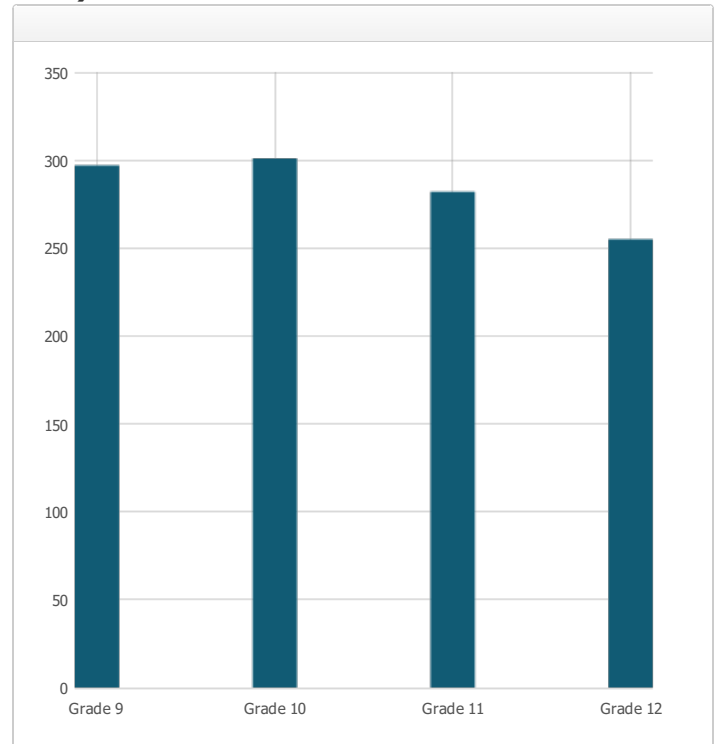
Last updated: 1/31/2019

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

Student Group	Percent of Total Enrollment
Black or African American	2.4 %
American Indian or Alaska Native	0.4 %
Asian	1.1 %
Filipino	2.2 %
Hispanic or Latino	51.7 %
Native Hawaiian or Pacific Islander	0.5 %
White	37.4 %
Two or More Races	3.2 %
Other	1.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.1 %
English Learners	10.6 %
Students with Disabilities	9.0 %
Foster Youth	%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	53	52	54	150
Without Full Credential	0	1	2	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5
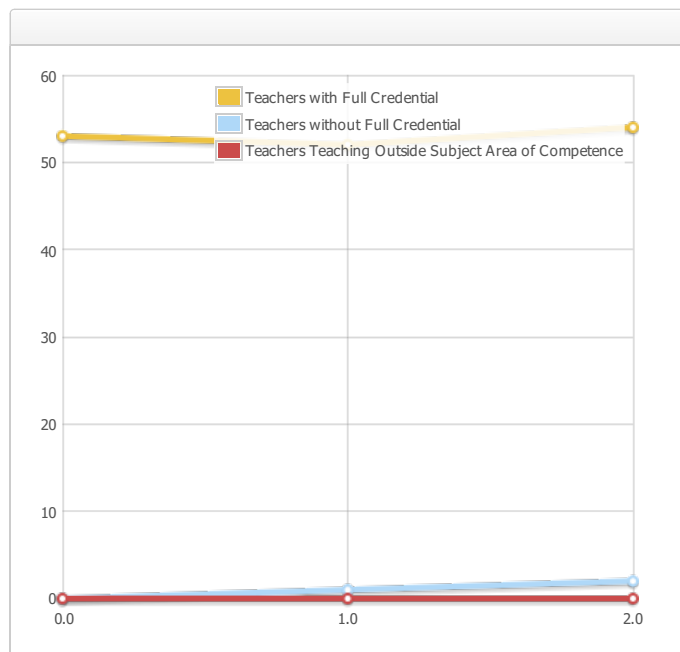
Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
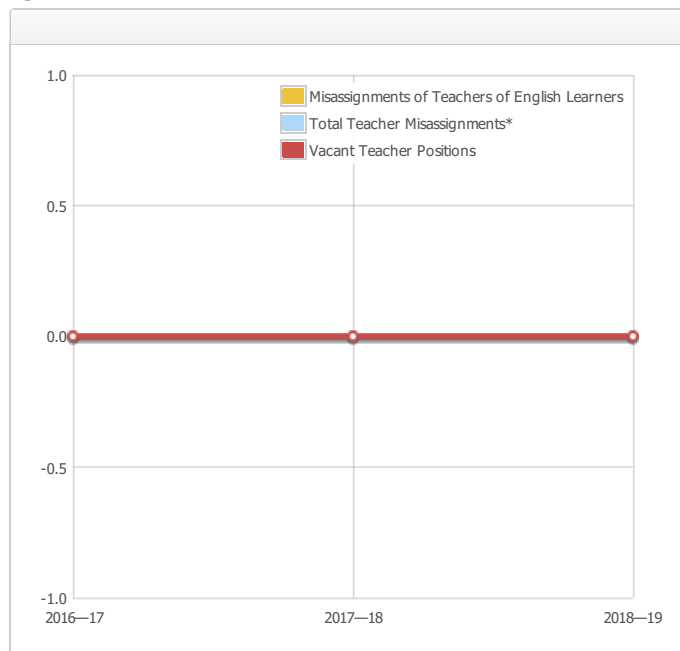
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2019

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

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

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 Prentice Hall Literature – Timeless Voices,Timeless Themes: Platinum Level Prentice Hall Literature – Timeless Voices,Timeless Themes: The American Experience California Edition Hampton Brown – Edge Fundamentals	Yes	0.0 %
Mathematics	CPM – Core Connections, Integrated I CPM – Core Connections, Integrated II CPM – Core Connections, Integrated III CPM – Calculus Third Edition	Yes	0.0 %
Science	Campbell – Biology in Focus McDougal Little – California Biology Houghton Mifflin Company –Chemistry: A Foundation Seeley Stephens Tate – Essentials of Anatomy and Physiology, 6th Edition Glencoe – Physics: Principles and Problems Prentice Hall – Physics: Principles with Applications, 5th Edition W .H. Freeman and Company / BFW – Environmental Science for AP Wiley – Environment, 8th Edition Addison-Wesley – Chemistry CORD Communications Inc. – Applications in Biology/Chemistry: Synthetic Materials, 2nd Edition	Yes	0.0 %
History-Social Science	Prentice Hall – United States History America Prentice Hall – Magruder's American Government Prentice Hall – World History Era Prentice Hall – Economics: Principles in Action Lanahan Publishing – The American Polity for AP Government Pearson – World Civilizations: The Global Experience AP	Yes	0.0 %
Foreign Language	EMC PUB – Aventuras, Level 1 EMC PUB – Aventuras, Level 2 EMC PUB – Aventuras, Level 3 Vista Higher Learning – Aventuras Vista Higher Learning – Descubre, Level 1 Vista Higher Learning – Descubre, Level 2 Vista Higher Learning – Descubre, Level 3 Vista Higher Learning – T 'es branché Series 1 Vista Higher Learning – T 'es branché Series 2 Vista Higher Learning – T 'es branché Series 3	Yes	0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

The district maintenance staff ensures that cleaning is maintained in addition to the repairs necessary to keep the school clean and safe. Dixon High School meets or exceeds all state requirements on a school facility. The Dixon Unified School District along with North Bay Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns.

Last updated: 1/31/2019

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	52.0%	48.0%	40.0%	42.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	34.0%	36.0%	31.0%	34.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/31/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	251	98.43%	48.21%
Male	126	124	98.41%	39.52%
Female	129	127	98.45%	56.69%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	137	134	97.81%	41.04%
Native Hawaiian or Pacific Islander	--	--	--	
White	81	81	100.00%	62.96%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	136	135	99.26%	45.19%
English Learners	40	38	95.00%	5.26%
Students with Disabilities	21	21	100.00%	14.29%
Students Receiving Migrant Education Services	16	15	93.75%	26.67%
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2019

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

CAASPP Test Results in Mathematics

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	251	98.43%	36.00%
Male	125	122	97.60%	33.61%
Female	130	129	99.23%	38.28%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	137	136	99.27%	27.41%
Native Hawaiian or Pacific Islander	--	--	--	
White	81	80	98.77%	52.50%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	135	133	98.52%	27.82%
English Learners	40	37	92.50%	2.78%
Students with Disabilities	21	21	100.00%	9.52%
Students Receiving Migrant Education Services	16	15	93.75%	13.33%
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2019

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

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

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

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

Every student at Dixon High School must pass an introductory computer technology course. This course also serves as the basis for our two curricular paths: Computer Science and Multimedia Arts. In Computer Science, students learn the basics of coding, web site design, and robotics. In Multimedia, students work with industry standard equipment and software so students leave the program with the skills necessary to continue their education or pursue work in the field.

Furthermore, Dixon High School students can earn Adobe Certification through the Multimedia program.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	370
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	37.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	71.0%

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.8%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	50.8%

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 area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	18.3%	27.5%	30.7%

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: 1/31/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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

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

# State Priority: Pupil Engagement

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

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	7.7%	7.1%	11.7%	14.4%	10.7%	9.7%
Graduation Rate	91.6%	92.0%	82.7%	81.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	6.2%	12.3%	9.1%
Graduation Rate	93.5%	83.3%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
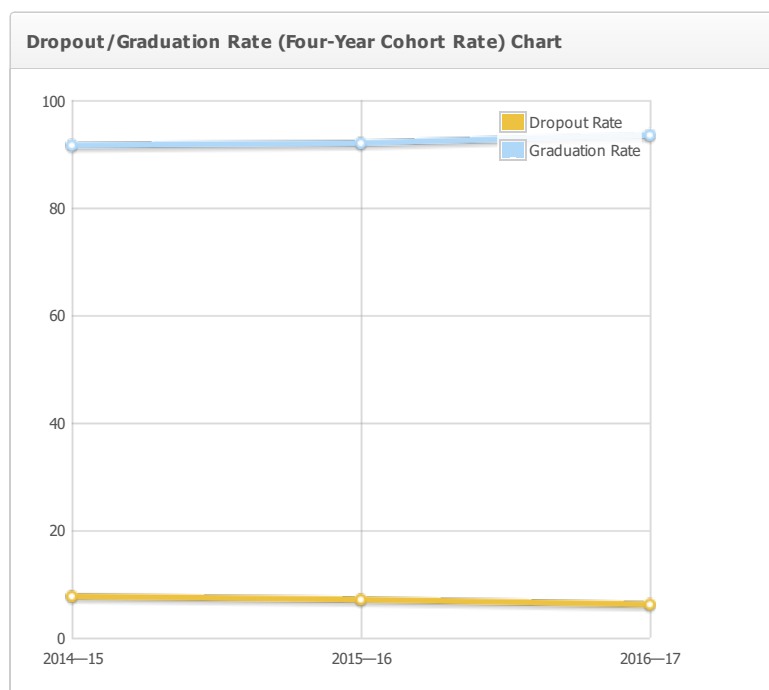
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/31/2019

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

| Student Group	School	District	State
All Students	97.7%	85.9%	88.7%
Black or African American	80.0%	57.1%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	0.0%	0.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	100.0%	84.6%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	95.4%	89.7%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	84.0%	88.6%
English Learners	80.0%	57.7%	56.7%
Students with Disabilities	87.5%	66.7%	67.1%
Foster Youth	0.0%	0.0%	74.1%

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.1%	8.0%	7.4%	3.8%	7.7%	7.0%	3.7%	3.7%	3.5%
Expulsions	0.3%	0.4%	0.3%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%

Suspensions

Expulsions
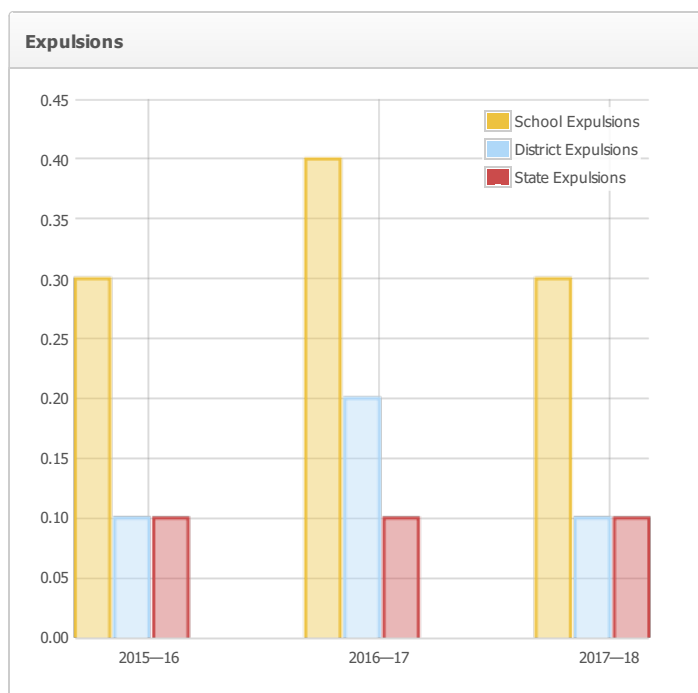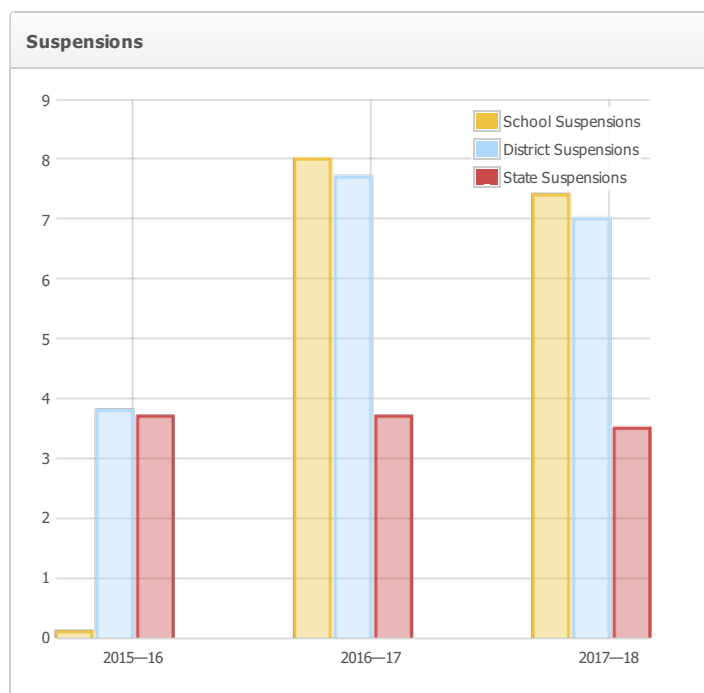
School Safety Plan (School Year 2018—19)

Student safety at Dixon High School is our top priority. We pride ourselves on our safe campus, as evidenced by our low percentage of violent acts, bullying, and other negative behaviors. Site staff and administration take a proactive approach to student behavior management and the school is transitioning to a PBIS model for behavioral management and student support. Dixon High School staff reviews and updates procedures for evacuations, fire emergencies, and intruders 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. Dixon Unified School district partners with Dixon Police Department in supporting a School Resource Officer who engages with students and staff and also advises on safety matters. All teachers have supervisory duties as well, throughout the day. Visitors to campus must come through the front office where they check in and are given a sticker to indicate they are allowed on campus. Dixon High School has a nurse available, first aid kits throughout campus, and we have two AED machines should students, staff, or visitors have a cardiac emergency. All athletic coaches are CPR Certified and current with the most recent research and protocols for injury prevention and treatment including concussions.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	9	29	7
Mathematics	28.0	7	22	12
Science	28.0	3	21	9
Social Science	26.0	11	18	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	7	23	13
Mathematics	26.0	13	22	8
Science	27.0	5	17	9
Social Science	26.0	5	23	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	5	19	15
Mathematics	26.0	14	21	8
Science	29.0	5	17	8
Social Science	27.0	8	11	14

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.5	N/A
Other	0.4	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6425.0	$386.0	$6040.0	$71777.0
District	N/A	N/A	$8191.0	$67304.0
Percent Difference – School Site and District	N/A	N/A	-26.3%	0.7%
State	N/A	N/A	$7125.0	$71392.0
Percent Difference – School Site and State	N/A	N/A	-15.2%	0.5%

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

Dixon High School is committed to supporting students so they can access rigorous curriculum to leave our school college and career ready. Through LCAP monies the following services are provided for students and families:

An after school Learning Center staffed with tutors

STEM, CTE, and VAPA support

Intervention classes in mathematics

Intensive intervention for high-risk freshmen

AVID elective classes

ELD instruction

Contracts with Destination College Advisory Corp to provide a college readiness program

Advanced Placement Course offerings and assistance with fees

Credit Recovery

Common Core literacy coach

CCSS aligned instructional materials

Access to technology for interim and summative assessments

Library media services support

Bilingual parent liaison

Positive Behavior Intervention and Supports (PBIS)

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

Percent of Budget for Teacher Salaries	37.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
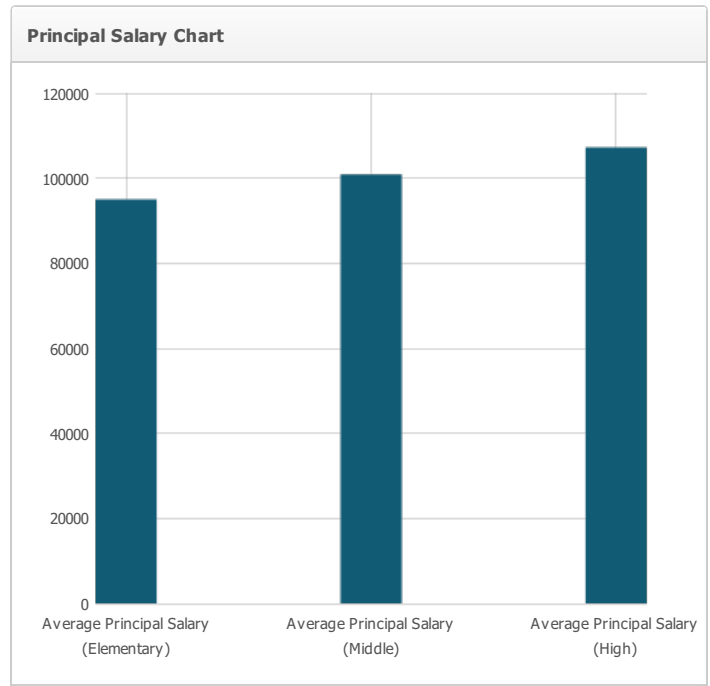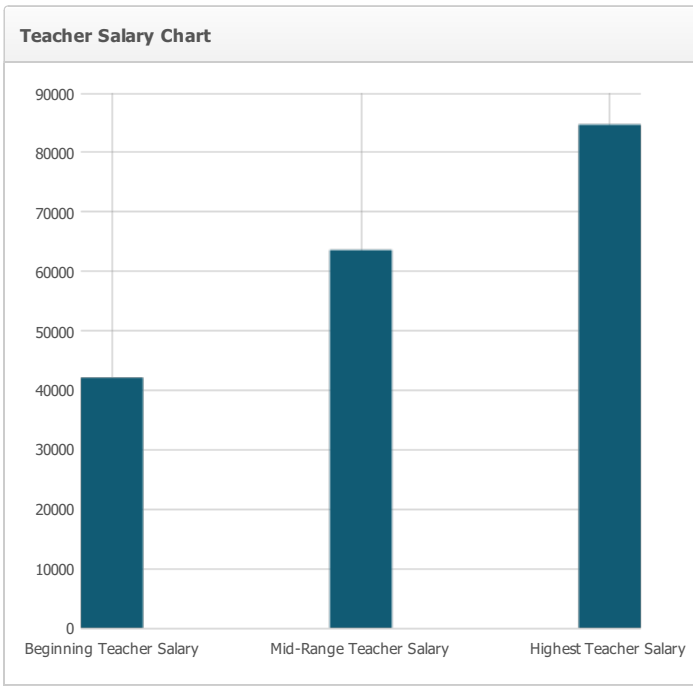
Last updated: 1/31/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	3	N/A
Fine and Performing Arts	3	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	7	N/A
All Courses	20	27.7%

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

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

Last updated: 1/31/2019

Professional Development

Dixon High School has invested significant time and effort into enduring our staff is prepared to teach to the Common Core State Standards and that students are participating in engaging, rigorous education. By department, the following professional development activities have been supported by the school.

English: In the past, we have contracted with WestEd to rewrite our English criteria in our English department to meet the expectations of CCSS. All teachers have participated in numerous professional development days. More recently, we have committed to an in-house literacy coach who engages our staff in lesson study teams and, in 2017-2018, this practice has extended to all departments. In 2018-19, our English teachers are participating with UC Davis' Area 3 Writing Project as well as AVID training.

Math: The Math department has transitioned to a fully implemented CPM program since 2015 and they continue to be supported in their work with the UC Davis Math Project, which has included observation rounds, professional release days, and extensive instructional coaching. The AP Calculus teacher has attended the AP Summer Institute and we are actively including our Math teachers in AVID training as our site begins to extend AVID school-wide.

Science: The Science Department has been working with the Sacramento Area Science Project for coaching and professional development as they transition to the new science standards (NGSS).

Foreign Language: In the summer of 2015, the entire Foreign Language Department attended the California Language Teachers Association annual conference, where they attended numerous seminars and heard from a variety of experts in the field. Currently, our Foreign Language department contributes greatly to professional development as we implement AVID strategies on site.

Career Technical Education: CTE Teachers regularly attend a number of local, regional, and state wide 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 and, in 2017-2018, will be participating in the Area 3 Writing Project. In 2015-2016, teachers were given release days to update their curricula to meet the expectations of the CCSS.

AVID: Dixon High School is sending many teachers, every summer, to the AVID Institute. Our school is transitioning into an AVID school-wide program and our AVID site team is an integral group in terms of on-site staff development.

On site, all Dixon High School teachers are engaging in Professional Development centered on culture, equity, and full implementation of AVID strategies. We are also continuing to work with EL Achieve as professional development to support English Learners. In 2017-2018, we sent our ELD teacher and principal to training and in 2018-2019, we will be sending an additional team to training.