

Maine Prairie High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Yvette Ramos, Principal

Principal, Maine Prairie High (Continuation)

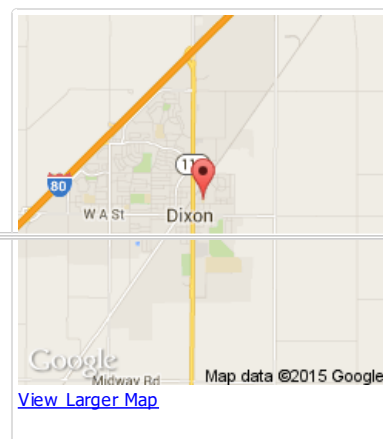
About Our School

Maine Prairie High School (MPHS), founded in 1977, is the only alternative high school in the Dixon Unified School District. MPHS is staffed to serve 100 students in grades 10-12. The student to teacher ratio is 20:1. The majority of students enroll in MPHS to remediate credit deficiency that restricts timely graduation from the traditional high school. Depending on academic status students may return to the traditional high school, graduate from MPHS or continue a ninth semester through a contractual placement. Although most students enroll with a goal of returning to the traditional program, many who earn that option make MPHS their school of choice.

Contact

305 East C St.
Dixon, CA 95620-3019

Phone: 707-693-6340
E-mail: yramos@dixonusd.org



About This School

Contact Information - Most Recent Year

School	
School Name	Maine Prairie High (Continuation)
Street	305 East C St.
City, State, Zip	Dixon, Ca, 95620-3019
Phone Number	707-693-6340
Principal	Yvette Ramos, Principal
E-mail Address	yramos@dixonusd.org
Web Site	http://www.dixonusd.org
County-District-School (CDS) Code	48705324830055

District	
District Name	Dixon Unified
Phone Number	(707) 693-6300
Web Site	http://www.dixonusd.org
Superintendent First Name	Brian
Superintendent Last Name	Dolan
E-mail Address	bdolan@dixonusd.org

Last updated: 1/13/2015

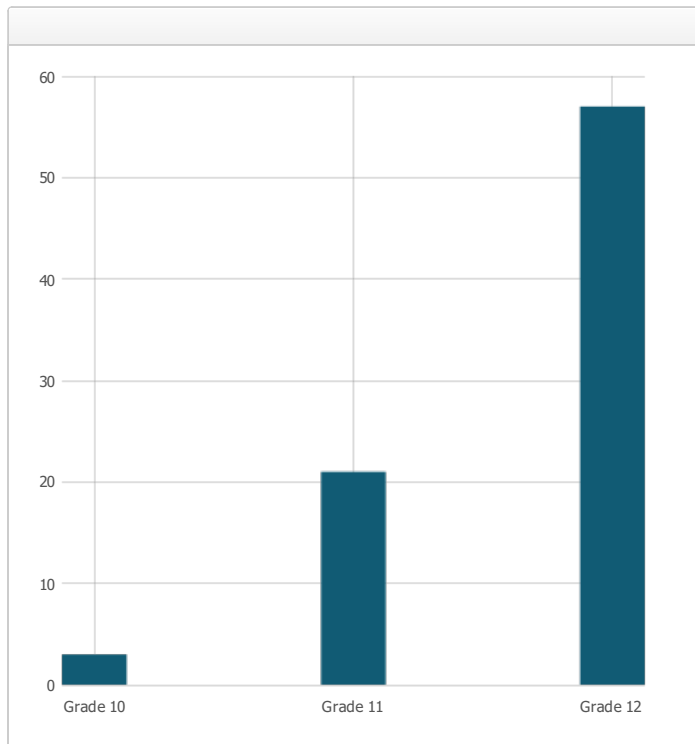
School Description and Mission Statement (Most Recent Year)

<p>Mission Statement</p> <p>The mission of MPHS is to create an environment where students are engaged in robust and relevant content, connected with positive and meaningful relationships, and supported with services needed to become self-aware and achieve their college, career, and life goals. Published in 2013-2014</p>

Last updated: 2/2/2015

Student Enrollment by Grade Level (School Year 2013-14)

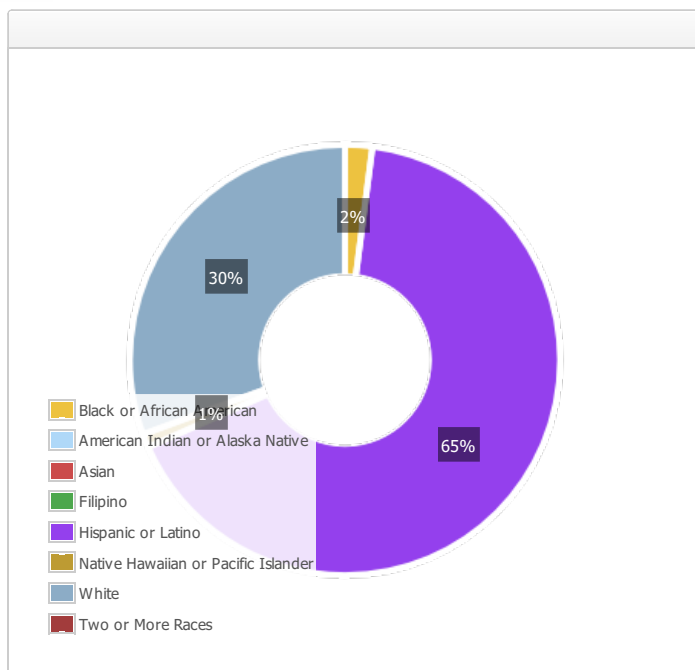
Grade Level	Number of Students
Grade 10	3
Grade 11	21
Grade 12	57
Total Enrollment	81



Last updated: 1/13/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	1.2
White	30.9
Two or More Races	0.0
Socioeconomically Disadvantaged	50.6
English Learners	25.9
Students with Disabilities	9.9



Last updated: 1/13/2015

A. Conditions of Learning

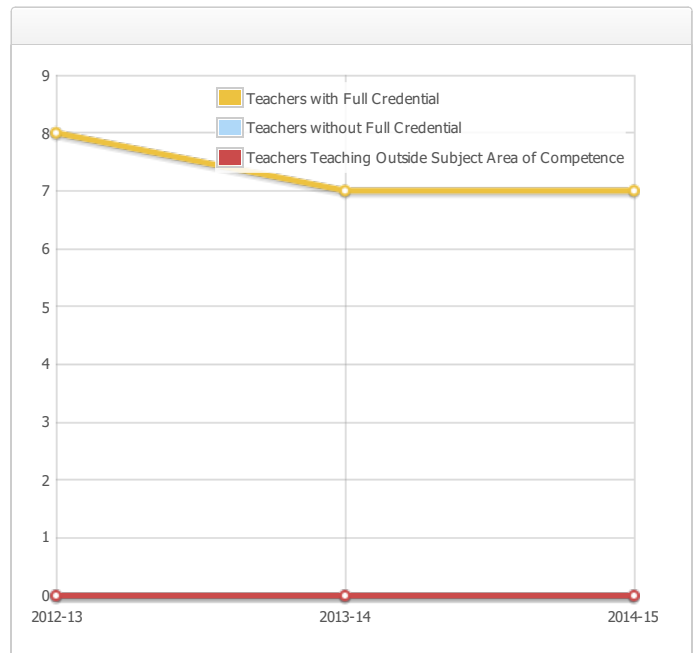
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

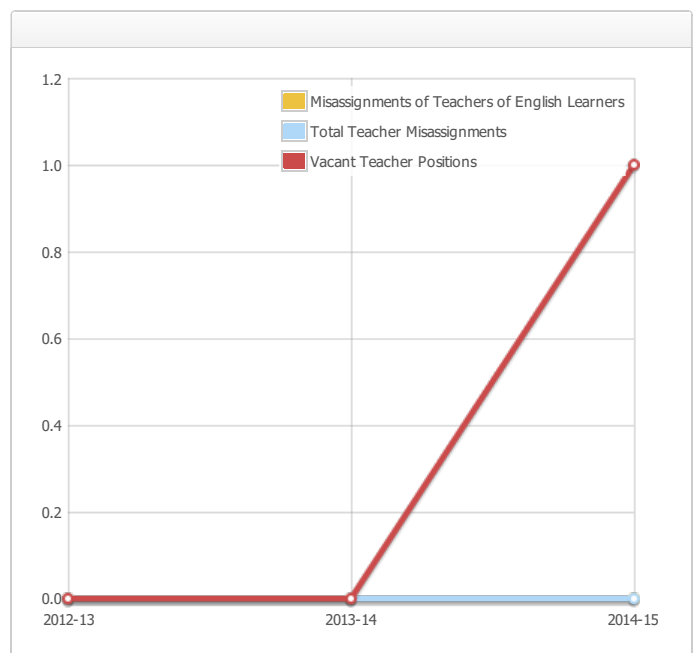
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	8	7	7	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/13/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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: 1/13/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	100	0
All Schools in District	95	5
High-Poverty Schools in District	97	4
Low-Poverty Schools in District	93	7

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: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English Language Arts</p> <p>Prentice Hall Literature Timeless Voices, Timeless Themes Gold Level 36 used in English 9-10 Platinum Level 38 used in English 11 American Experience 32 used in English 12 Prentice Hall Writing and Grammar 39 used in English 11 and English 12</p> <p>Novels: 20 of each</p> <p>The Circuit Breaking Through Parrot in the Oven The Pearl Night Farewell to Manzanar That was Then, This is Now Lyddie A Christmas Carol The Outsiders Rosa Parks: My Story</p> <p>Princeton Review Roadmap to the California High School Exit Exam- Used in CAHSEE Preparation Course</p>	Yes	0.0
Mathematics	<p>Mathematics is piloting Carnegie for the implementation of Common Core Standards, Integrated Math I</p>	Yes	0.0
Science	<p>Prentice Hall (adopted 2007)</p> <p>Prentice Hall Biology 33 used in all Life Science classes with online resources Prentice Hall Earth Science 25 used in all Earth Science classes with online resources</p>	Yes	0.0
History-Social Science	<p>Prentice Hall Magruder's 2006 American Government, California Edition Used in Civics/Government 23 qty, Prentice Hall Economics in Action, 2007 Used in Economics 21 qty. Prentice Hall The Modern World, 2007 California Edition Used in World History 21 qty. Prentice Hall Modern America, 2007 California Edition Used in U.S. History 25 qty. West Educational Publishing Street Law, A Course in Practical Law, 7th</p>		0.0

Edition Used in Criminal Justice (elective) 22 qty.		
Foreign Language		0.0
Health	Holt Lifetime Health 24	0.0
Visual and Performing Arts		0.0
Science Lab Eqpmt(9-12)		0.0

Last updated: 1/13/2015

School Facility Conditions and Planned Improvements - Most Recent Year

MPHS is an all portable campus. The portables are old but in adequate condition for students. The campus is clean and safe. There are not scheduled facility improvements.

Last updated: 1/13/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate - Most Recent Year

Overall Rating	Fair
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Last updated: 1/13/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				53	49	51	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 2/2/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 2/2/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	7%	9%	5%	49%	49%	47%	54%	56%	55%
Mathematics	N/A	N/A	N/A	44%	45%	43%	49%	50%	50%
History-Social Science	10%	6%	9%	42%	46%	43%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/13/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	B	B	B
Similar Schools	B	B	B

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/13/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-26	-71	72
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/13/2015

Career Technical Education Programs (School Year 2013-14)

Currently there are not CTE programs in place.

Last updated: 1/13/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	7.7
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

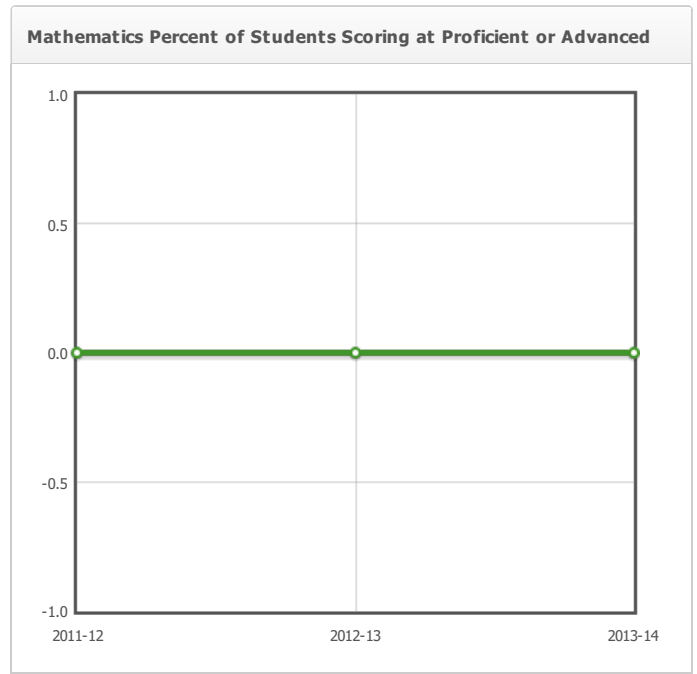
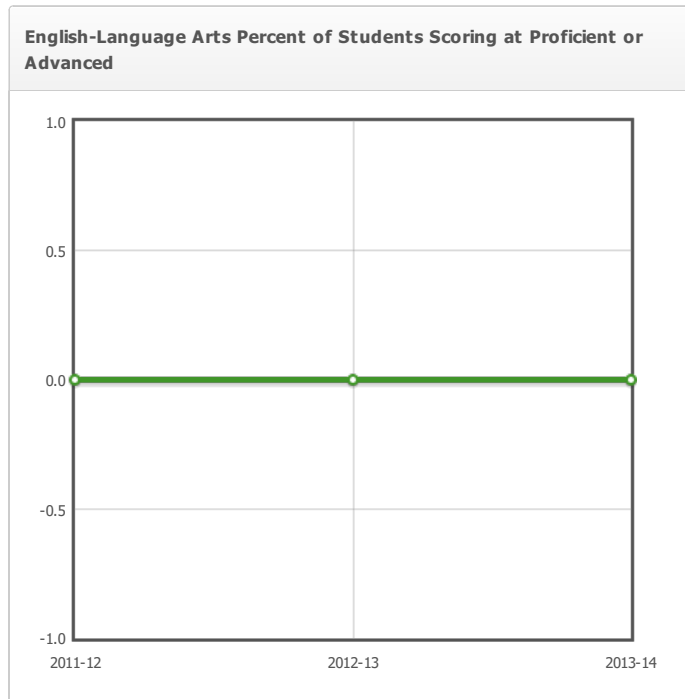
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	51%	48%	54%	56%	57%	56%
Mathematics	N/A	N/A	N/A	53%	56%	58%	58%	60%	62%

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: 1/13/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46%	29%	25%	42%	38%	19%
All Students at the School	0%	0%	0%	0%	0%	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/13/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Our ELAC committee and our school site council have merged into one. We meet monthly in an effort to increase parent participation in school events. Parents are invited and welcome to all activities on and off of campus. All new students and their parents are required to meet with the Principal prior to their first day of school. Parent orientation and open question and answer forums are held at back to school night. During Back-to-School Night, parents are encouraged to immediately stop by the Counseling Office to schedule a one-on-one meeting with the counselor, or to sign-up to be contacted at a later time. In addition, parents are provided with a back-to-school night survey where they can indicate the best way for them to be contacted, as well as how they would like to get involved at Maine Prairie. Parents also have Remind 101 available if they want receive text messages about school activities. Every Friday teachers provide names to the parent liaison of students who have done something well. The parent liaison makes a positive phone call home. . After meeting with students, the counselor contacts parents to update and review any academic concerns. Parents are encouraged to set up meetings, call, email, and/or stop in anytime to review their student’s progress. Aside from the initial parent meetings at orientation, the counselor has managed to meet individually with approximately 70% of the student/parent population.

State Priority: Pupil Engagement

Last updated: 1/13/2015

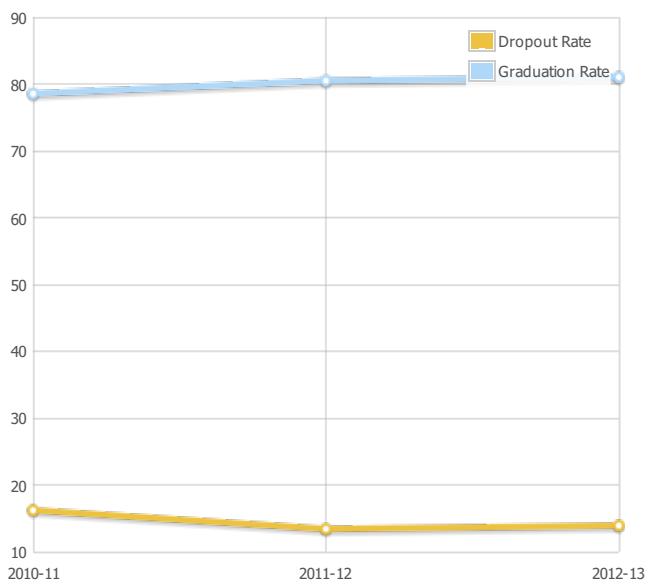
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	16.2	13.4	13.9	16.2	13.4	13.9	14.7	13.1	11.4
Graduation Rate	78.55	80.49	81.02	0	0	0	77.14	78.87	80.44

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



Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	30	81	84
Black or African American		70	75
American Indian or Alaska Native		100	77
Asian		85	92
Filipino		83	92
Hispanic or Latino	21	75	80
Native Hawaiian or Pacific Islander		100	84
White	52	88	90
Two or More Races		33	89
Socioeconomically Disadvantaged	31	78	82
English Learners	5	44	53
Students with Disabilities	25	58	60

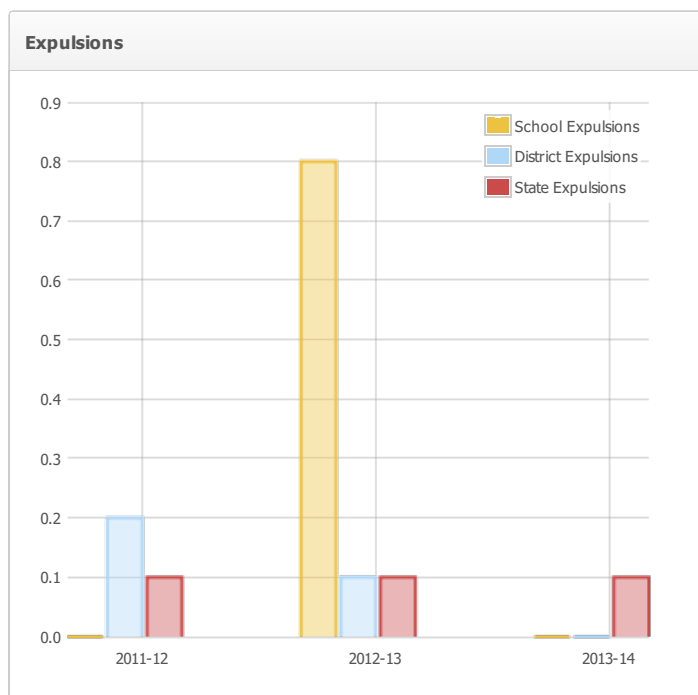
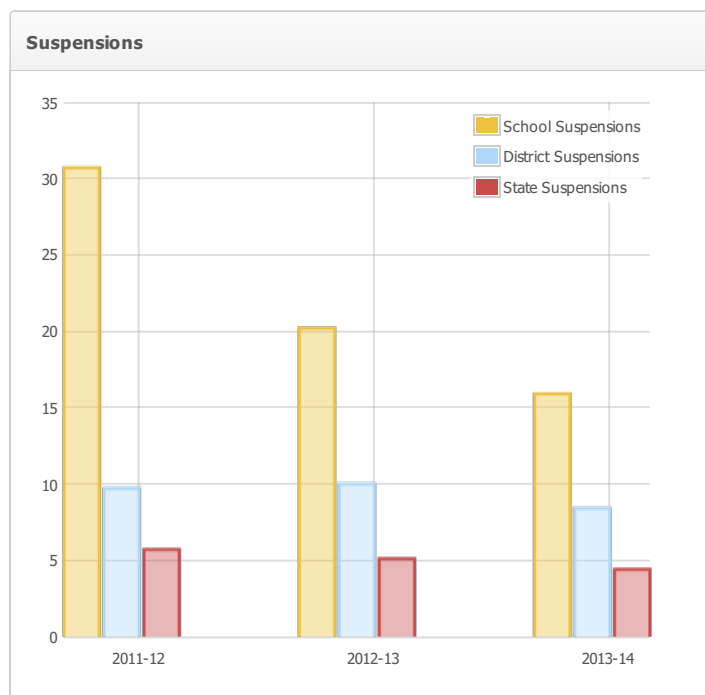
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	30.70	20.20	15.90	9.70	10.00	8.40	5.70	5.10	4.40
Expulsions	0.00	0.80	0.00	0.20	0.10	0.00	0.10	0.10	0.10



Last updated: 1/13/2015

School Safety Plan - Most Recent Year

The safety of students and staff is a primary concern of Maine Prairie High School. The School Site Safety plan is evaluated and revised annually by the faculty and staff. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, and the Emergency Response Team. Maine Prairie High School maintains a disaster preparedness plan and a crisis intervention plan which lays out steps that are to be taken to ensure student and staff safety during a disaster or crisis. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster drills, and Lockdown/School Intruder Drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by teachers. All visitors to the school must sign in first at the school office and receive a visitor's badge.

Last updated: 1/28/2015

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met Graduation Rate	Yes	N/A

Last updated: 1/13/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement *		Year 5
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	0.5%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/2/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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	19.0	4	2	0	16.0	5	1		20.0	3	2	
Mathematics	19.0	3	0	0	18.0	3	1		18.0	3		
Science	16.3	3	0	0	16.0	2			13.0	3		
Social Science	18.6	3	2	0	18.0	4	1		15.0	5		

* 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: 1/13/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	120.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.2	N/A
Other		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: 1/16/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,248	\$121	\$7,127	\$62,535
District	N/A	N/A	\$5,195	\$62,071
Percent Difference – School Site and District	N/A	N/A	37.20%	0.70%
State	N/A	N/A	\$5,537	\$63,037
Percent Difference – School Site and State	N/A	N/A	28.70%	-0.80%

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

Last updated: 1/13/2015

Types of Services Funded (Fiscal Year 2013-14)

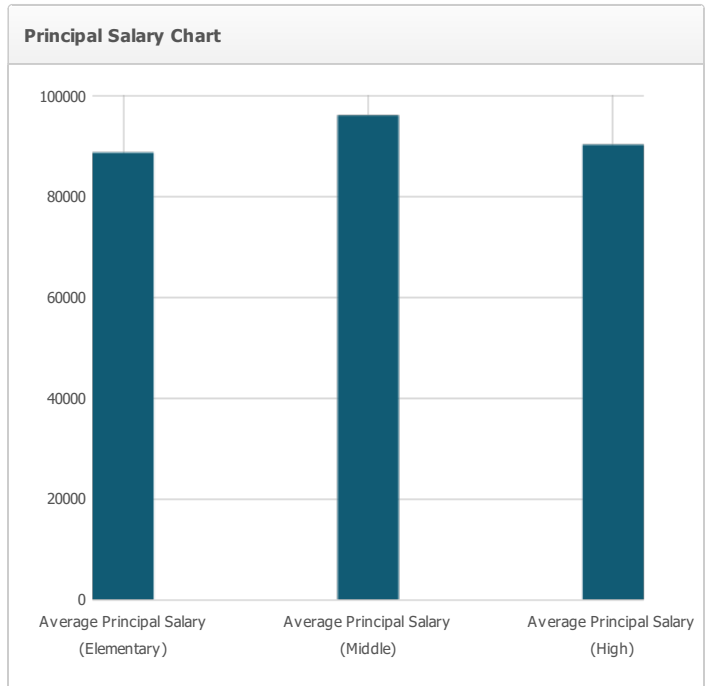
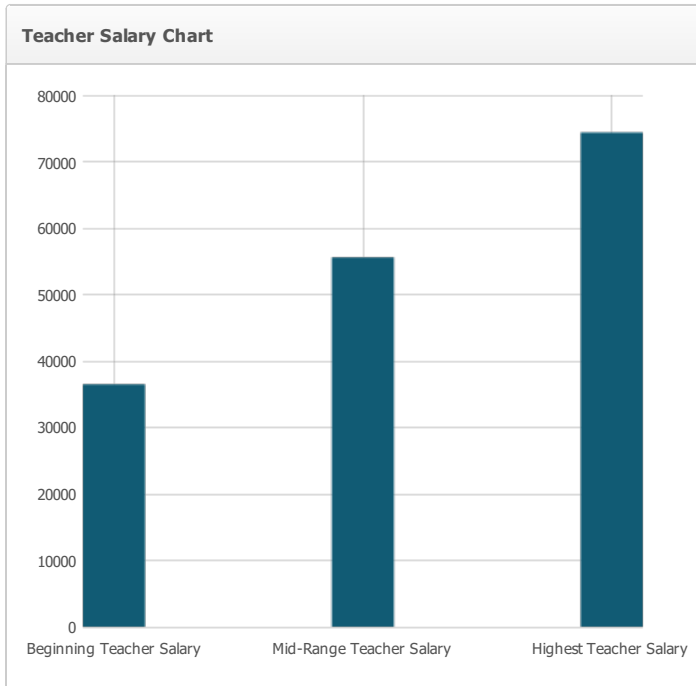
Via LCAP funding MPHS funds a parent liaison and bilingual para-educator.

Last updated: 1/13/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,495	\$38,920
Mid-Range Teacher Salary	\$55,593	\$59,803
Highest Teacher Salary	\$74,377	\$78,096
Average Principal Salary (Elementary)	\$88,609	\$95,836
Average Principal Salary (Middle)	\$96,015	\$99,849
Average Principal Salary (High)	\$90,184	\$107,599
Superintendent Salary	\$161,706	\$151,912
Percent of Budget for Teacher Salaries	40.0%	37.0%
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: 1/13/2015

Professional Development – Most Recent Three Years

The professional development for our faculty and staff has been rich and ongoing. Several of our staff members have attended seminars designed to assist the transition to the Common Core State Standards. Some include the Principals as CCSS leaders-Region 4 Systems of District and School Support, the Common Core Leadership Series and The Core Six Essential Strategies for Achieving Excellence with the Common Core.

Our English teacher has attended a three-day training program called the Expository Reading and Writing Course (ERWC). It is provided through the CSU system to educators who need to help students develop the strategies and habits of mind to support success in college reading and writing and lifelong learning. The ERWC course is designed as a series of Common Core State Standards supported teaching modules for English teachers to use within their curriculum that is concentrated with high-level informational text and real-world applicable activities to prepare students to be college and career ready. Currently, our English teacher at MPHS uses several of the ERWC modules to break up the monotony of a literature heavy classroom. This effort will also include a shift to more informational texts and help students develop a command of the knowledge of reading and writing skills that can be transferred beyond MPHS.

Other seminars and trainings that our teachers have participated in are the UCD History Project, CTCL, Influencers, Mohammed, RtI, PBIS, OdysseyWare, Character Lab, district and secondary site professional development and collaboration release days and Carnegie Implementation workshops.

Last updated: 1/13/2015