

Dixon High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.



Nick Girimonte, Principal

Principal, Dixon High

About Our School

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

As the sole comprehensive high school in Dixon, it is critical that our community feels welcome at our school. Please take the time to visit our school to experience a play, watch a game, listen to a band concert, or participate in any of the myriad events we host every year. If you have questions, please don't hesitate to contact our staff as we are happy to answer them.

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

Best,

Nick Girimonte

Principal

Contact

*Dixon High
555 College Way
Dixon, CA 95620-9301*

Phone: 707-693-6330

E-mail: ngirimonte@dixonusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
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 2016-17)	
School Name	Dixon High
Street	555 College Way
City, State, Zip	Dixon, Ca, 95620-9301
Phone Number	707-693-6330
Principal	Nick Girimonte, Principal
E-mail Address	ngirimonte@dixonusd.org
County-District-School (CDS) Code	48705324832259

Last updated: 1/24/2017

School Description and Mission Statement (School Year 2016-17)

Dixon High School is a four year comprehensive high school in Solano County. Our mission states: "Dixon High School will develop and integrate the structures and practices necessary to ensure all students learn at high levels. Students will graduate from Dixon High School college and career ready, prepared for the global demands of the 21st century." It is our belief that all students will succeed at high levels if provided the proper structure to do so. We work hard to create these structures and systems so that all students maximize their potential as learners.

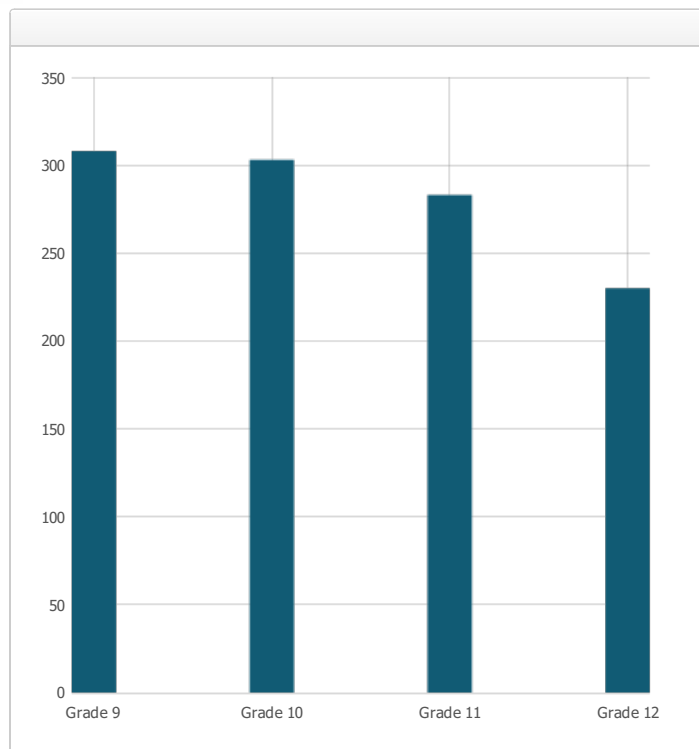
Students at Dixon High School have a number of avenues to demonstrate excellence. In addition to robust AP/Honors offerings, students participate in CTE courses, and extra- and co-curricular programs such as athletics, band, FFA, and drama. We believe that students given multiple ways to do so, especially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

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

Last updated: 1/24/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	308
Grade 10	303
Grade 11	283
Grade 12	230
Total Enrollment	1124



Last updated: 1/24/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	0.5 %
Asian	1.3 %
Filipino	1.9 %
Hispanic or Latino	52.5 %
Native Hawaiian or Pacific Islander	0.3 %
White	38.4 %
Two or More Races	2.0 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.9 %
English Learners	10.6 %
Students with Disabilities	8.2 %
Foster Youth	0.0 %

Last updated: 1/24/2017

A. Conditions of Learning

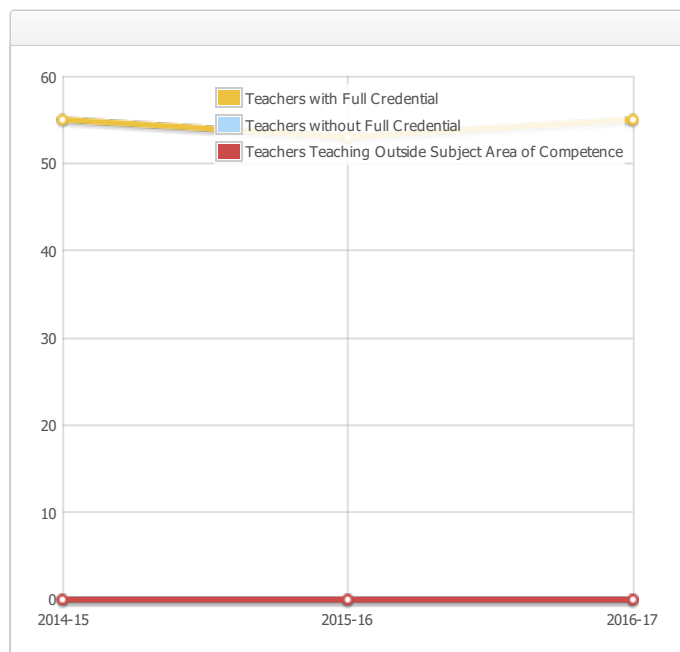
State Priority: Basic

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

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

Teacher Credentials

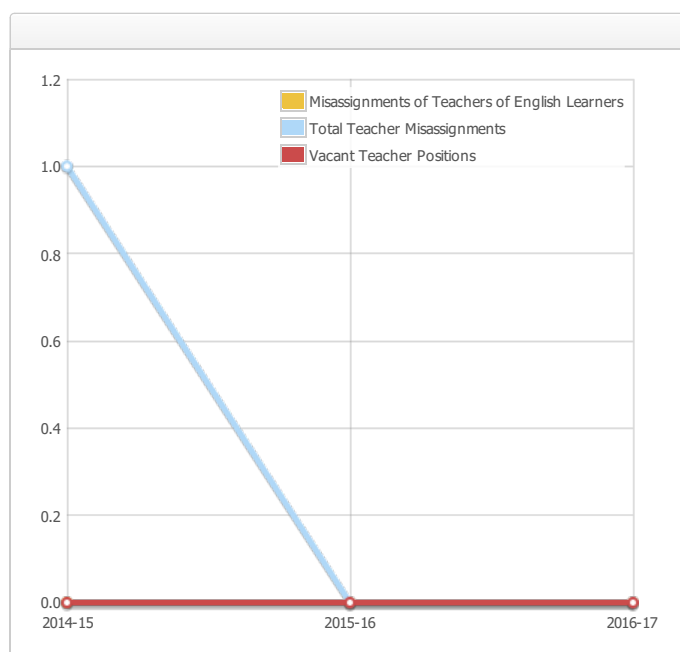
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	55	53	55	171
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	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: 1/27/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	89.0%	12.0%
All Schools in District	93.0%	8.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	94.0%	6.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/27/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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	Yes	0.0 %

Lanahan Publishing – The American Polity for AP Government

Pearson – World Civilizations: The Global Experience AP

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	N/A		0.0 %
Visual and Performing Arts	N/A		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: 2/1/2017

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: 1/24/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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: August 2016

Overall Rating	Good
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Last updated: 1/18/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	64.0%	33.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	38.0%	40.0%	30.0%	32.0%	34.0%	36.0%

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.

Last updated: 1/24/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	271	259	95.6%	64.5%
Male	139	132	95.0%	55.3%
Female	132	127	96.2%	74.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	137	132	96.4%	54.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	112	106	94.6%	77.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	115	95.0%	50.4%
English Learners	14	13	92.9%	--
Students with Disabilities	17	17	100.0%	--
Students Receiving Migrant Education Services	15	13	86.7%	30.8%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/24/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	271	259	95.6%	39.8%
Male	139	132	95.0%	41.7%
Female	132	127	96.2%	37.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	137	132	96.4%	25.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	112	106	94.6%	55.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	115	95.0%	25.2%
English Learners	14	13	92.9%	7.7%
Students with Disabilities	17	17	100.0%	--
Students Receiving Migrant Education Services	15	13	86.7%	15.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/24/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56.0%	53.0%	47.0%	51.0%	42.0%	43.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/24/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	296	283	95.6%	46.6%
Male	153	146	95.4%	49.3%
Female	143	137	95.8%	43.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	139	138	99.3%	37.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	134	124	92.5%	55.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	136	131	96.3%	38.2%
English Learners	23	22	95.7%	22.7%
Students with Disabilities	20	20	100.0%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/24/2017

Career Technical Education Programs (School Year 2015-16)

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

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

The DHS Ag Department is known state wide as a model program. We currently have three teachers working in the program, and we offer a wide range of classes, including: Ag Biology, Ag Environmental Science, Floral Design, Ag Mechanics I and II, and Ag Practices. Students in our Ag program both hands-on and academic experiences designed to prepare them for the world of career and work.

Culinary Arts/Foods

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

Computer Technology and Multimedia Arts

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

Last updated: 1/24/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	346
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	67.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/27/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	93.5%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	47.1%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.4%	25.4%	37.1%

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: 1/24/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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

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

State Priority: Pupil Engagement

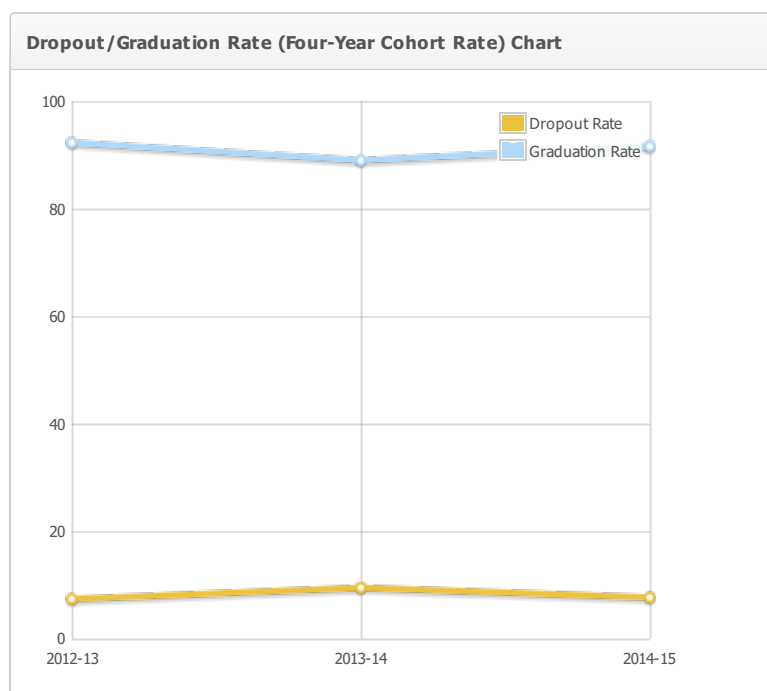
Last updated: 1/24/2017

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	7.4%	9.5%	7.7%	13.9%	15.9%	11.7%	11.4%	11.5%	10.7%
Graduation Rate	92.30	89.00	91.60				80.44	80.95	82.27



Last updated: 1/24/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	91	81	85
Black or African American	75	67	77
American Indian or Alaska Native	100	100	75
Asian	86	86	99
Filipino	100	100	97
Hispanic or Latino	87	77	84
Native Hawaiian or Pacific Islander	100	100	85
White	98	88	87
Two or More Races	50	50	91
Socioeconomically Disadvantaged	88	80	77
English Learners	42	32	51
Students with Disabilities	100	79	68
Foster Youth	--	--	--

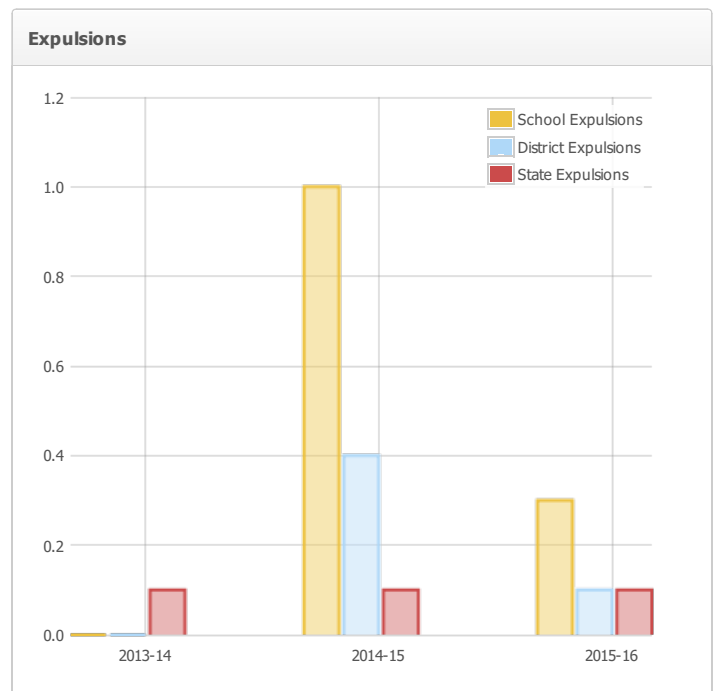
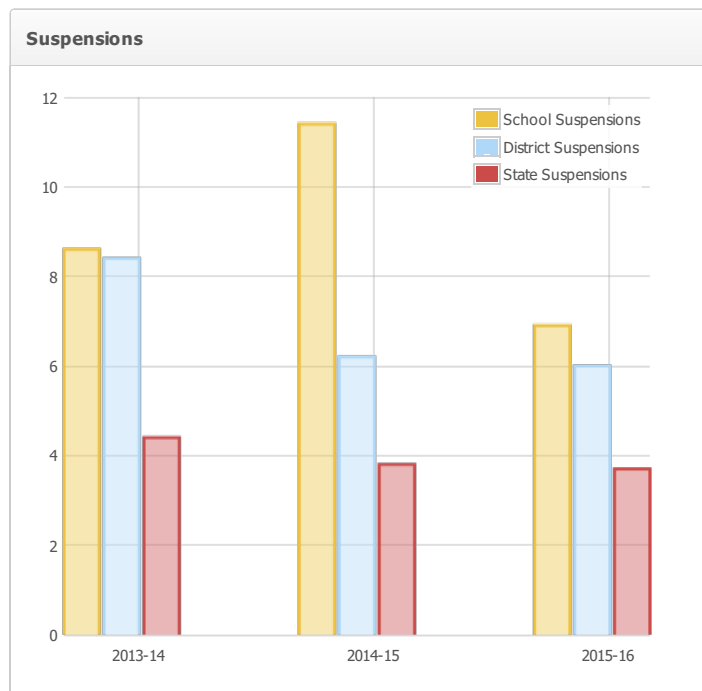
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.6	11.4	6.9	8.4	6.2	6.0	4.4	3.8	3.7
Expulsions	0.0	1.0	0.3	0.0	0.4	0.1	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

Student safety at Dixon High School is a priority. We pride ourselves on our safe campus, as evidenced by our low percentage of violent acts, bullying, and other negative behaviors. Site staff and administration take a proactive approach to student behavior management. Dixon High School reviews and updates its procedures for evacuations, fire emergencies, and intruders every year. Staff and students are trained on what to do in these incidents, and we have drills to practice for them. Dixon High School employs two part-time campus supervisors to ensure students are safe and conduct themselves in appropriate ways. All teachers have supervisory duties as well throughout the day. Visitors to campus must come through the front office where they check in and are given a badge to indicate they are allowed on campus. Dixon High School has first aid kits throughout campus, and we have two AED machines should students, staff, or visitors have cardiac emergencies. All athletic coaches are CPR Certified and current with the most recent research and protocols for concussions.

Last updated: 1/27/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/27/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	25.0	14	25	10	27.0	10	20	16				
Mathematics	27.0	8	22	16	26.0	12	25	10				
Science	29.0	7	11	15	29.0	2	22	7				
Social Science	26.0	8	16	11	29.0	5	11	16				

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

Last updated: 1/27/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.7	N/A
Psychologist	0.4	N/A
Social Worker	0.5	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		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: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5356.0	\$199.0	\$5156.0	\$47266.0
District	N/A	N/A	\$6664.0	\$65325.0
Percent Difference – School Site and District	--	--	-22.6%	-27.6%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	-9.2%	-29.8%

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

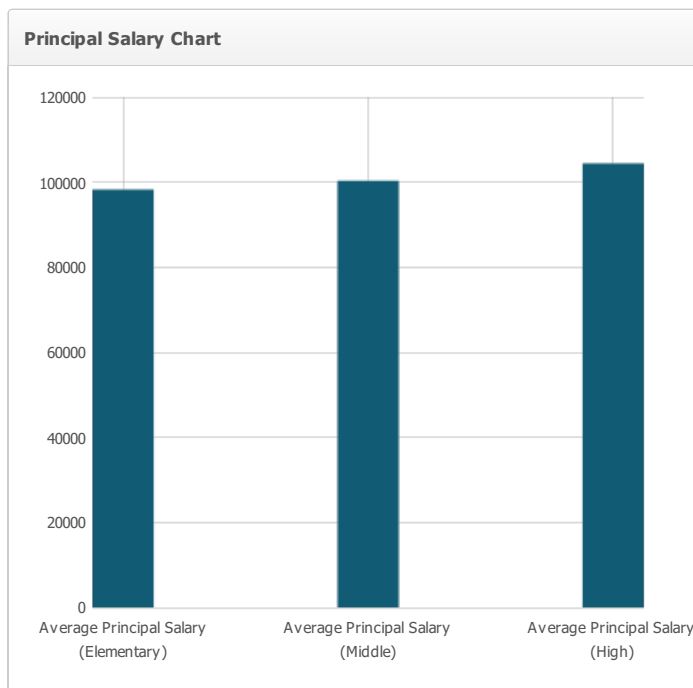
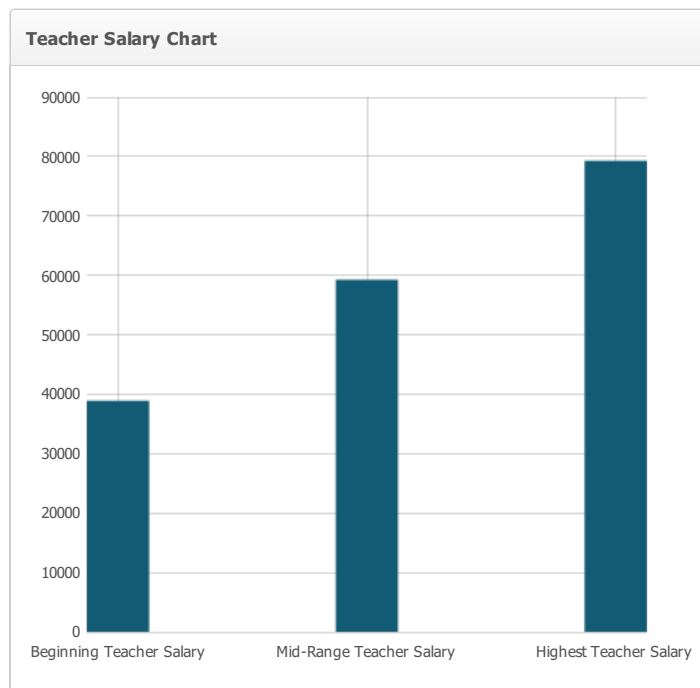
Dixon High School received no categorical funds in the 2015-16 school year.

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,903	\$42,063
Mid-Range Teacher Salary	\$59,262	\$64,823
Highest Teacher Salary	\$79,285	\$84,821
Average Principal Salary (Elementary)	\$98,259	\$101,849
Average Principal Salary (Middle)	\$100,325	\$107,678
Average Principal Salary (High)	\$104,397	\$115,589
Superintendent Salary	\$175,890	\$169,152
Percent of Budget for Teacher Salaries	41.0%	35.0%
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: 1/27/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	12	31.5%

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

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

Last updated: 2/1/2017

Professional Development

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

English: We have contracted with WestEd to rewrite our curricula so that they meet the expectations of the CCSS. All teachers have participated in numerous professional development days, including days over the summer, to prepare new curricular for our students. Teachers have also participated in lesson study teams, where they observe each other and review the results of lessons and the impact on learning. Our AP English teachers attended the AP Summer Institute at Sacramento State as well.

Math: The Math Department has attended outside summer trainings for their new CCSS textbook, CPM. They have been 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 attended the AP Summer Institute at Sacramento State.

Science: The Science Department was given release days to look at the new science standards (NGSS). We are also in contract with the Sacramento Area Science Project for coaching and professional development services.

Foreign Language: 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.

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

Social Science: Social Science teachers are active in the UC Davis History Project. In 2015-16 teachers were given release days to update their curricula to meet the expectations of the CCSS.

AVID: Dixon High School sent a team of four teachers and one administrator to the July 2015 AVID Conference.

Last updated: 2/1/2017