

Maine Prairie High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 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 <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.

Yvette Ramos, Principal

 Principal, Maine Prairie High (Continuation)

About Our School

Welcome to Maine Prairie High School! Our school community is wonderful place for our wonderful young people. I am proud of the hard work and effort the students and staff put forth every day.

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. Maine Prairie High School is accredited by the Western Association of Schools and Colleges (WASC).

Please feel free to contact me with any questions.

Best,

Yvette Ramos

Contact

Maine Prairie High (Continuation)
305 East C St.
Dixon, CA 95620-3019

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
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://mphs.dixonusd.org/
County-District-School (CDS) Code	48705324830055

Last updated: 1/22/2018

School Description and Mission Statement (School Year 2017-18)

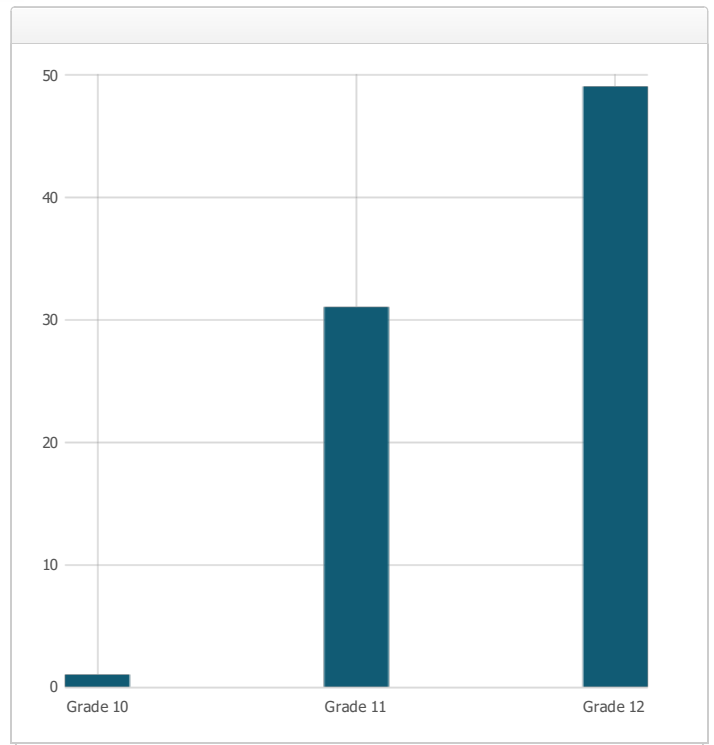
MPHS is a WASC accredited continuation high school. Our focus is on providing a quality education to students providing them the opportunity to meet district graduation requirements.

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 need to become self aware and achieve their college, career and life goals.

Last updated: 1/22/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 10	1
Grade 11	31
Grade 12	49
Total Enrollment	81



Last updated: 1/22/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.5 %
American Indian or Alaska Native	1.2 %
Asian	1.2 %
Filipino	0.0 %
Hispanic or Latino	65.4 %
Native Hawaiian or Pacific Islander	1.2 %
White	25.9 %
Two or More Races	0.0 %
Other	2.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.2 %
English Learners	17.3 %
Students with Disabilities	12.3 %
Foster Youth	0.0 %

Last updated: 1/22/2018

A. Conditions of Learning

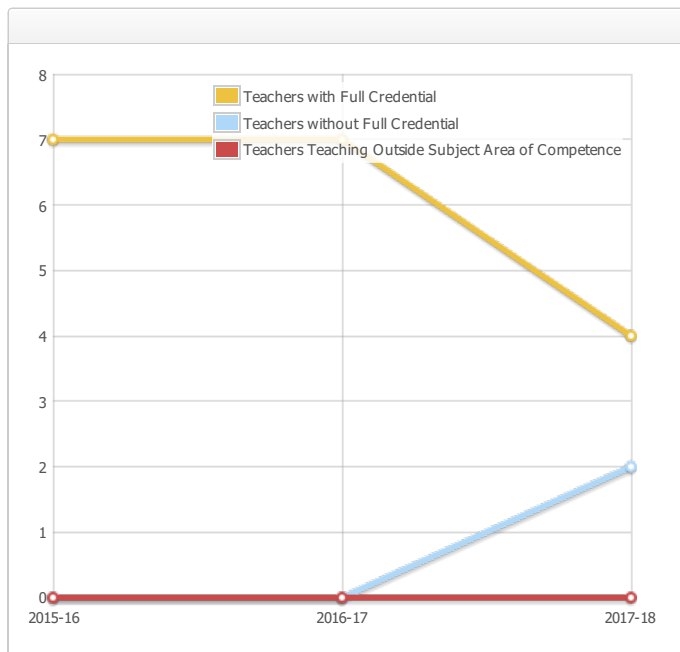
State Priority: Basic

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

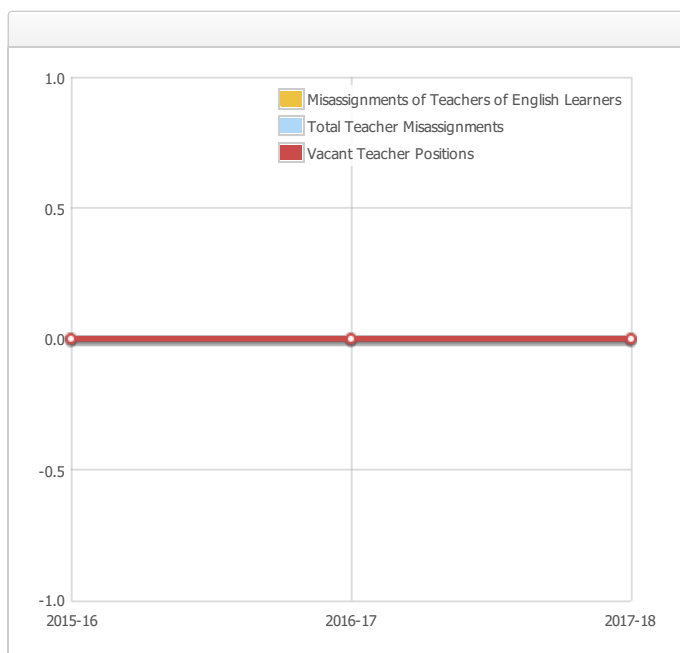
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	7	4	148
Without Full Credential	0	0	2	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5



Last updated: 1/31/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature - Timeless Voices, Timeless Themes: Gold Level (9th grade & 10th grade) Prentice Hall Literature - Timeless Voices, Timeless Themes: Platinum Level (11th grade) Prentice Hall Literature - Timeless Voices, Timeless Themes: The American Experience (12th grade) Prentice Hall - Writing and Grammar (11th grade and 10th grade)		0.0 %
Mathematics	Carnegie - Integrated Math I Carnegie - Integrated Math II		0.0 %
Science	Prentice Hall - Biology Prentice Hall - Earth Science		0.0 %
History-Social Science	Prentice Hall - Magruder's American Government, California Edition Prentice Hall - Economics in Action		0.0 %
Foreign Language	N/A		0.0 %
Health	Holt - Lifetime Health		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: 1/31/2018

School Facility Conditions and Planned Improvements

Maine Prairie 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. MPHS is an all portable campus. The portables are old but in adequate condition for students. The campus is clean and safe. There are no scheduled facility improvements.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

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	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Fair
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Last updated: 1/31/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	8%	35%	41%	40%	48%	48%
Mathematics (grades 3-8 and 11)	3%	6%	32%	31%	36%	37%

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: 1/31/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	33	78.57%	35.48%
Male	29	24	82.76%	40.91%
Female	13	--	69.23%	22.22%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	27	21	77.78%	21.05%
Native Hawaiian or Pacific Islander				
White	13	--	76.92%	60.00%
Two or More Races				
Socioeconomically Disadvantaged	30	23	76.67%	28.57%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--
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: 1/31/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	34	79.07%	
Male	30	25	83.33%	
Female	13	--	69.23%	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	27	21	77.78%	
Native Hawaiian or Pacific Islander				
White	14		78.57%	18.18%
Two or More Races				
Socioeconomically Disadvantaged	30	23	76.67%	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--
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: 1/31/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	10.0%		42.0%	43.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/31/2018

Career Technical Education Programs (School Year 2016-17)

Maine Prairie makes CTE accessible to students through Odysseyware an online web based program.

Last updated: 1/31/2018

Career Technical Education Participation (School Year 2016-17)

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

Last updated: 1/31/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	50.6%
2015-16 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	--	--	--

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

Last updated: 1/31/2018

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 2017-18)

Parents are always welcome on our MPHS campus. All incoming students are required to meet with the Principal prior to their first day of attendance. Parent conferences, back to school night, open house and the ELAC committee are just a few ways parents can engage with the school. Parents are invited to all school wide celebratory events. We are fortunate to have a parent liaison to assist parents with their students school journey. The parent liaison can be reached at 693-6340.

State Priority: Pupil Engagement

Last updated: 1/31/2018

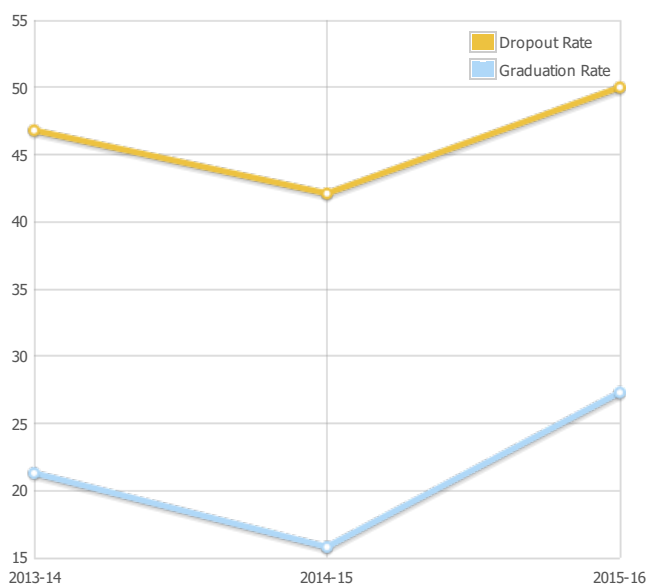
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	46.8%	42.1%	50.0%	15.9%	11.7%	14.4%	11.5%	10.7%	9.7%
Graduation Rate	21.3%	15.8%	27.3%	77.8%	82.7%	81.3%	81.0%	82.3%	83.8%

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



Last updated: 1/31/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	45.1%	86.9%	87.1%
Black or African American	0.0%	72.7%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	100.0%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	37.5%	81.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	66.7%	93.4%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	53.6%	82.8%	85.5%
English Learners	25.0%	60.0%	55.4%
Students with Disabilities	66.7%	85.7%	63.9%
Foster Youth	0.0%	0.0%	68.2%

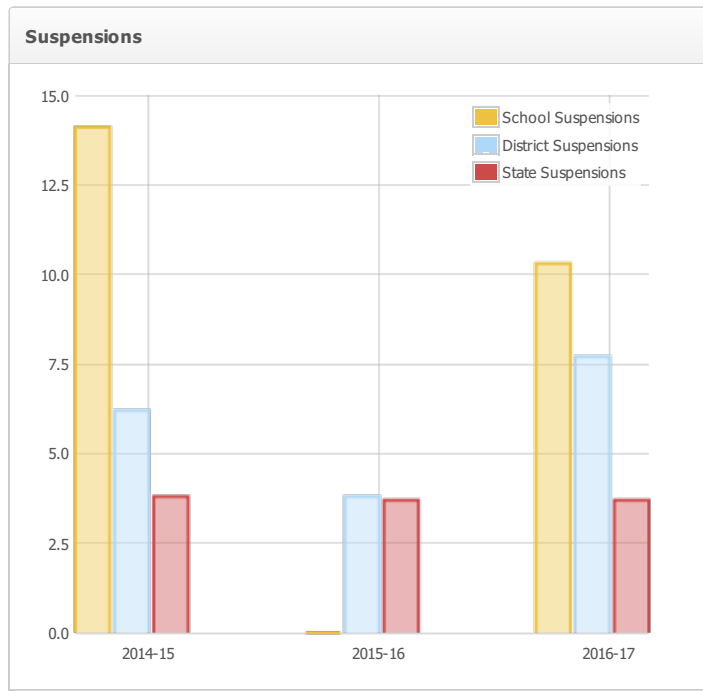
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	14.1%	0.0%	10.3%	6.2%	3.8%	7.7%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.9%	0.9%	0.4%	0.1%	0.2%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

The safety of students and staff is a primary concern of MPHS. The School Safety plan was evaluated in September 2016 and revised in November 2016. Faculty and staff have been informed of the updates. Key elements of the safety plan include the school's physical environment, social environment, cultural environment, and the emergency response team. MPHS 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 pertinent to hazardous materials and state earthquake standards. Fire, disaster, lock down, intruder drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day. All visitors are required to sign in at the school office and receive a visitor badge.

Last updated: 1/31/2018

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 2017-18)

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%

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	16.0	5	1	0	20.0	3	1	0	21.0	3	1	0
Mathematics	19.0	4	0	0	23.0	2	1	0	21.0	3	0	0
Science	17.0	3	0	0	12.0	2	0	0	18.0	3	0	0
Social Science	19.0	4	0	0	19.0	4	0	0	18.0	4	0	0

* 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: 1/31/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.4	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.4	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: 1/31/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10406.0	\$430.0	\$9976.0	\$40320.0
District	N/A	N/A	\$7702.0	\$68111.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2018

Types of Services Funded (Fiscal Year 2016-17)

MPHS has many services available to students. Our counselor and parent liaison work tirelessly to give students and their families appropriate academic support. These positions are partially funded by the LCAP. Our students also receive support from the district's mental health clinician, also funded via LCAP funds.

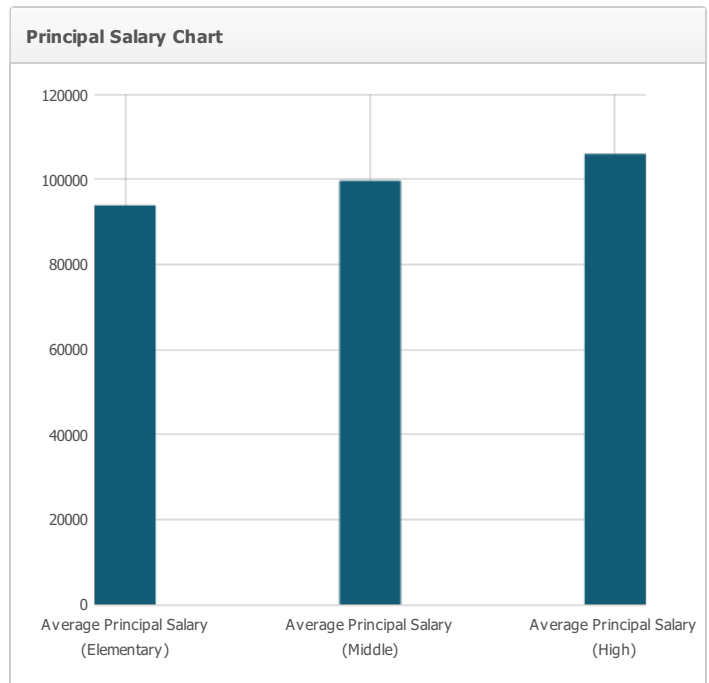
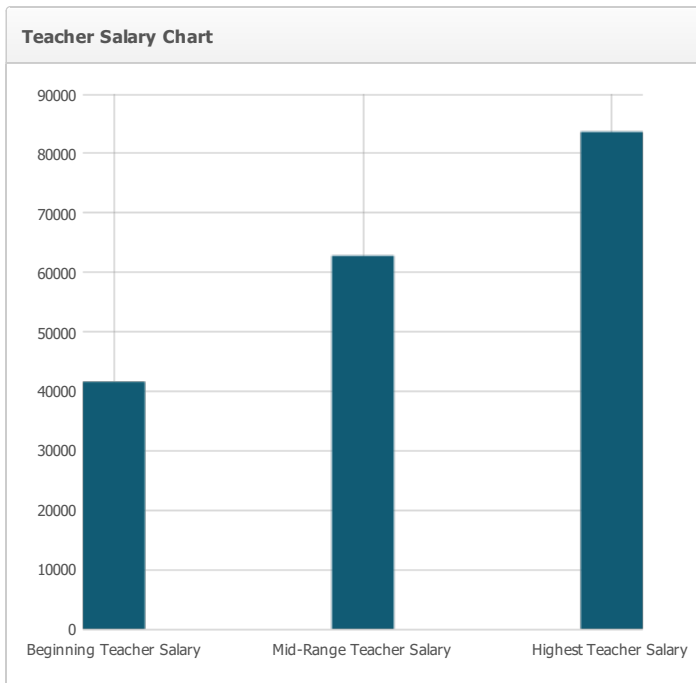
The faculty and staff work with all students to secure appropriate resources to meet the students needs. The community of Dixon also provides support to our students.

Last updated: 1/31/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,611	\$44,144
Mid-Range Teacher Salary	\$62,810	\$69,119
Highest Teacher Salary	\$83,662	\$86,005
Average Principal Salary (Elementary)	\$93,838	\$106,785
Average Principal Salary (Middle)	\$99,645	\$111,569
Average Principal Salary (High)	\$105,916	\$121,395
Superintendent Salary	\$181,167	\$178,104
Percent of Budget for Teacher Salaries	39.0%	34.0%
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: 1/31/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/31/2018

Professional Development

The primary focus for staff development has been in the area of student engagement. The faculty participated in professional development with depth of knowledge levels and how to increase the level in their lessons. PBIS is in year one of implementation. The teachers are participating in content area professional development through the Sacramento Area Science Project, The History Project, and the UC Davis Math Project .

Last updated: 1/31/2018