

# Maine Prairie High School (Continuation)

## 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.

## Yvette Ramos, Principal

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

### Contact

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

Phone: 707-693-6340  
E-mail: [yramos@dixonusd.org](mailto:yramos@dixonusd.org)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Dixon Unified
<b>Phone Number</b>	(707) 693-6300
<b>Superintendent</b>	Brian Dolan
<b>E-mail Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>
<b>Web Site</b>	<a href="http://www.dixonusd.org">http://www.dixonusd.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Maine Prairie High School (Continuation)
<b>Street</b>	305 East C St.
<b>City, State, Zip</b>	Dixon, Ca, 95620-3019
<b>Phone Number</b>	707-693-6340
<b>Principal</b>	Yvette Ramos, Principal
<b>E-mail Address</b>	<a href="mailto:yramos@dixonusd.org">yramos@dixonusd.org</a>
<b>County-District-School (CDS) Code</b>	48705324830055

*Last updated: 12/1/2016*

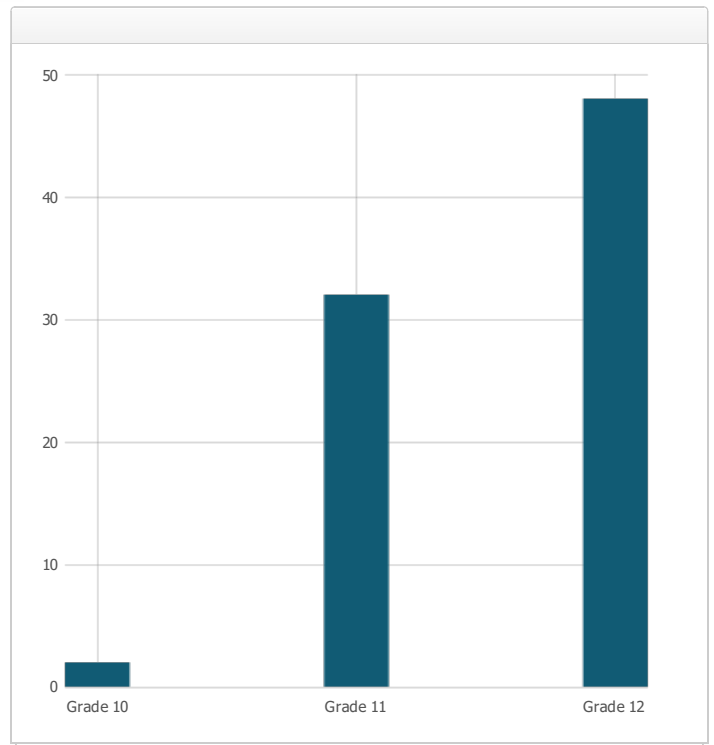
### School Description and Mission Statement (School Year 2016-17)

<p><b>Mission Statement</b></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.</p>
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*Last updated: 12/1/2016*

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

Grade Level	Number of Students
Grade 10	2
Grade 11	32
Grade 12	48
<b>Total Enrollment</b>	<b>82</b>



*Last updated: 12/1/2016*

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

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	66.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	26.7 %
Two or More Races	0.0 %
Other	2.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.0 %
English Learners	25.3 %
Students with Disabilities	8.0 %
Foster Youth	0.0 %

*Last updated: 12/1/2016*

## A. Conditions of Learning

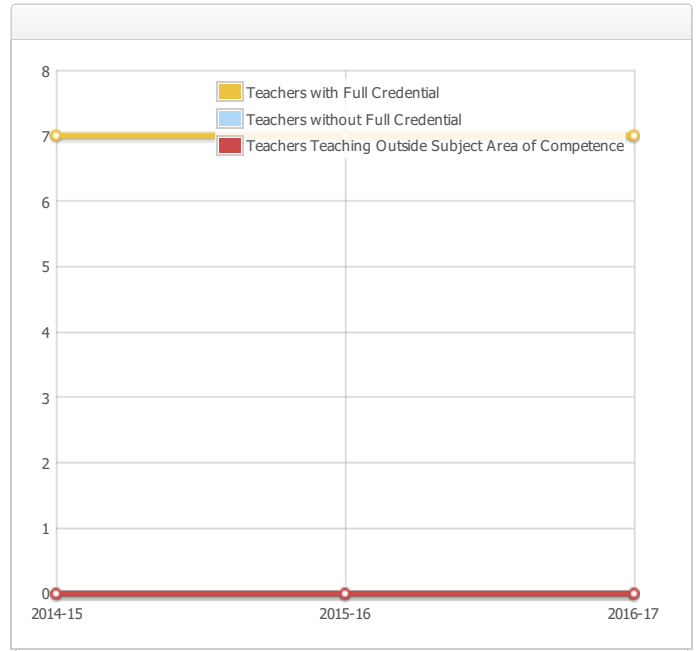
### State Priority: Basic

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

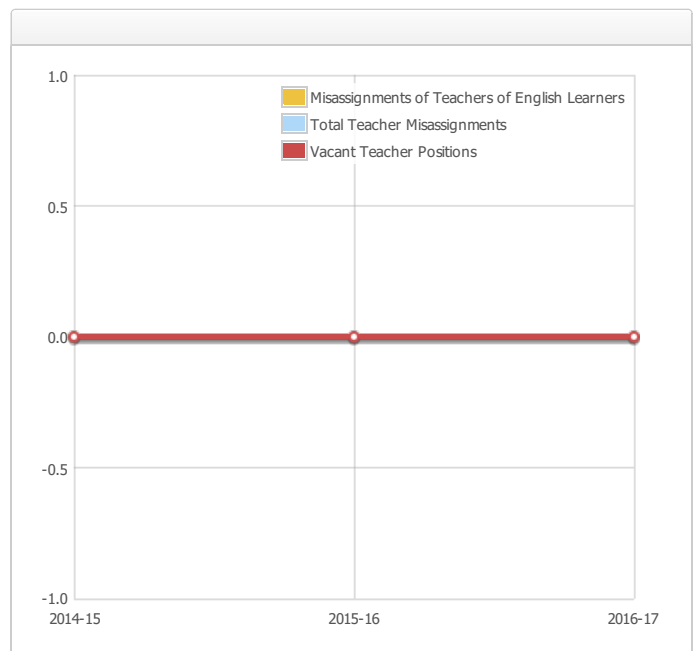
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	7	7	171
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2017

#### 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*	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: 1/30/2017

**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	100.0%	0.0%
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: 1/24/2017

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

Year and month in which 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: 2/1/2017

### 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: 1/24/2017*

### 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	Fair	
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	Fair	

### Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/17/2017*

## 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)	18.0%	8.0%	33.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	3.0%	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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	41	40	97.6%	7.9%
Male	20	19	95.0%	5.6%
Female	21	21	100.0%	10.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	29	96.7%	7.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	7.4%
English Learners	14	13	92.9%	--
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 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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	41	38	92.7%	3.2%
Male	20	17	85.0%	--
Female	21	21	100.0%	6.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	27	90.0%	4.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	27	90.0%	4.4%
English Learners	14	11	78.6%	10.0%
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 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)	--	10.0%	--	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*

**Career Technical Education Programs (School Year 2015-16)**

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Currently there are not CTE programs in place.

# 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	0.0%	0.0%	0.0%

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

## 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)

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 calls 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. Our counselor additionally meets with each student and parent over the course of the year.

### State Priority: Pupil Engagement

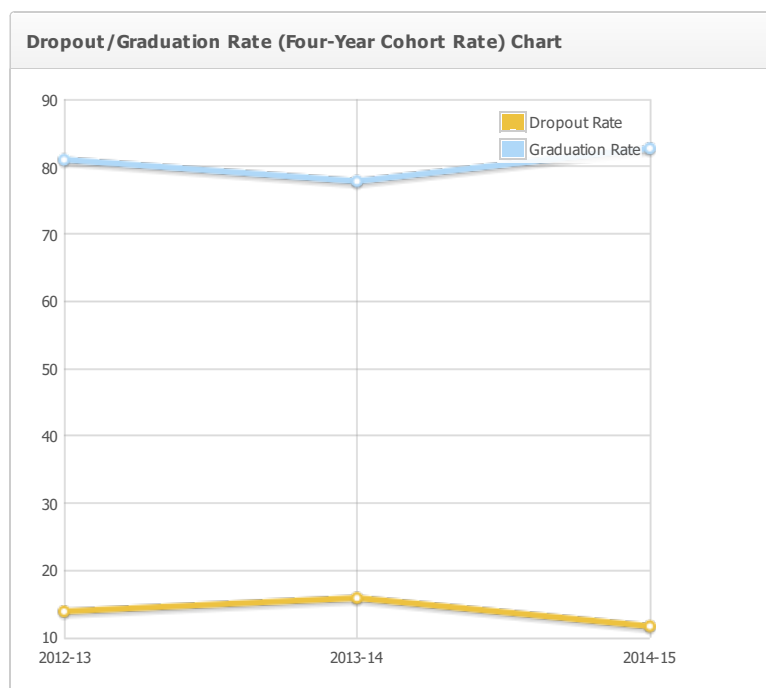
*Last updated: 12/1/2016*

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	13.9%	15.9%	11.7%	13.9%	15.9%	11.7%	11.4%	11.5%	10.7%
Graduation Rate	81.00	77.80	82.70				80.44	80.95	82.27



*Last updated: 12/1/2016*

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

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	27	81	85
Black or African American	0	67	77
American Indian or Alaska Native	0	100	75
Asian	0	86	99
Filipino	0	100	97
Hispanic or Latino	33	77	84
Native Hawaiian or Pacific Islander	0	100	85
White	20	88	87
Two or More Races	0	50	91
Socioeconomically Disadvantaged	33	80	77
English Learners	0	32	51
Students with Disabilities	0	79	68
Foster Youth	--	--	--

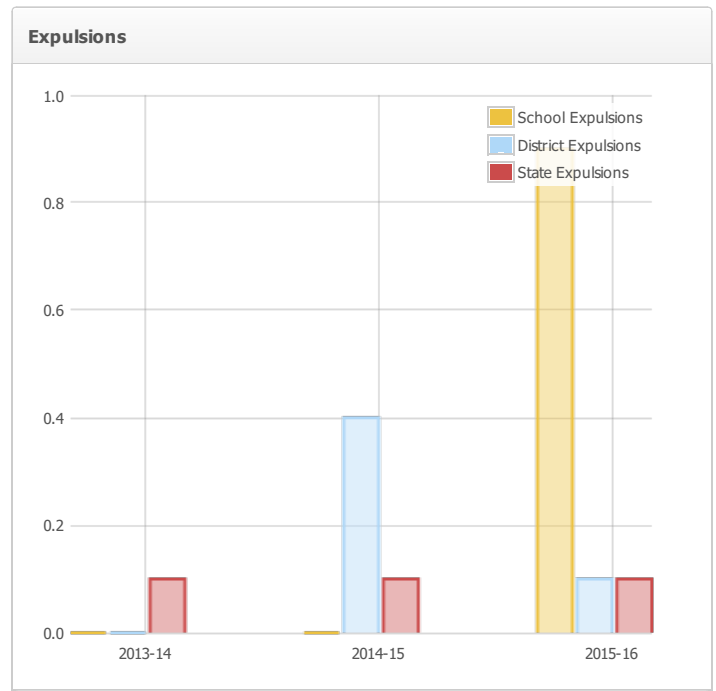
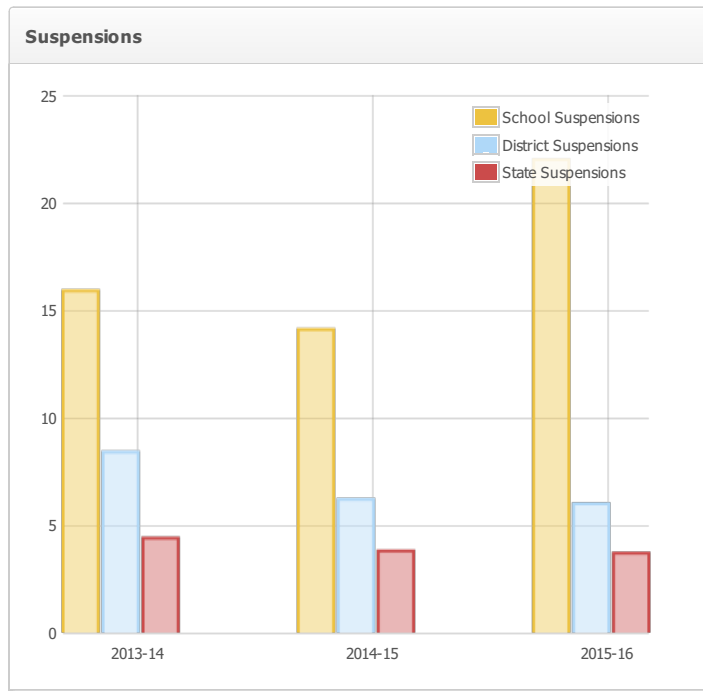
# State Priority: School Climate

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	15.9	14.1	22.0	8.4	6.2	6.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.9	0.0	0.4	0.1	0.1	0.1	0.1



Last updated: 2/1/2017

## School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Maine Prairie High School. The School Site 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 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: 12/1/2016

## 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: 12/1/2016*



**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	20.0	3	2	0	16.0	5	1	0				
Mathematics	18.0	3	0	0	19.0	4	0	0				
Science	13.0	3	0	0	17.0	3	0	0				
Social Science	15.0	5	0	0	19.0	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: 1/24/2017

**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	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	0.5	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.5	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: 1/30/2017

**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	\$8718.0	\$368.0	\$8350.0	\$57940.0
District	N/A	N/A	\$6664.0	\$65325.0
Percent Difference – School Site and District	--	--	25.3%	-11.3%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	47.1%	-14.0%

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

Last updated: 1/17/2017

### Types of Services Funded (Fiscal Year 2015-16)

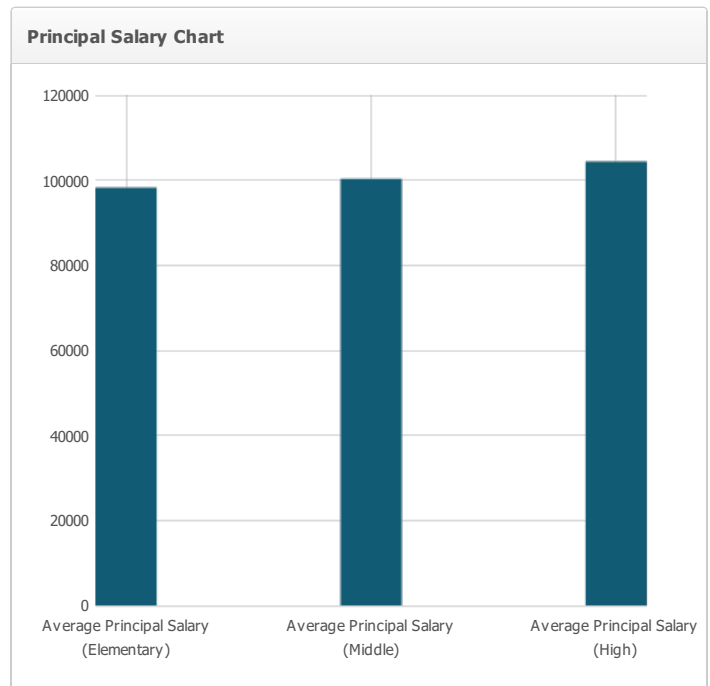
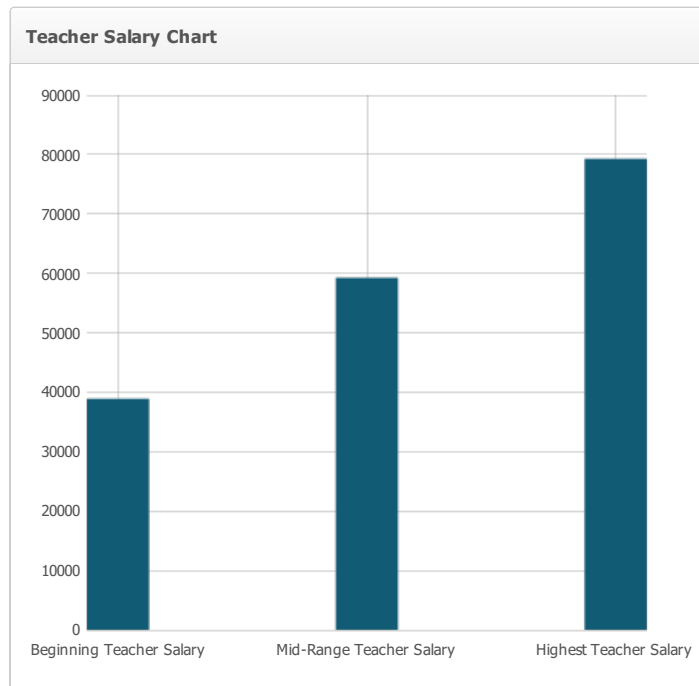
LCAP funding includes a part-time parent liaison, bilingual para-educator and bilingual counselor.

Last updated: 12/1/2016

### 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: 1/24/2017

**Professional Development**

The professional development for our faculty and staff has been rich and ongoing. District wide faculty are working with West Ed., the History Project, UC Davis Math project and our educational services department to insure common core standards are carried out in a way which engages students. Maine Prairie faculty and staff have had training by content area and this individual training has supported LCAP goals and objectives. All faculty and staff will be trained in the Nurtured Heart approach in January 2017. The faculty participate in learning walks which support student engagement in classrooms. The garnered from learning walks is then used to support teacher training.

*Last updated: 12/12/2016*