

# Dixon High

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2021-22 School Contact Information

<b>School Name</b>	Dixon High
<b>Street</b>	555 College Way
<b>City, State, Zip</b>	Dixon, Ca, 95620-9301
<b>Phone Number</b>	707-693-6330
<b>Principal</b>	Stephanie Marquez, Principal
<b>Email Address</b>	smarquez@dixonusd.org
<b>School Website</b>	dhs.dixonusd.org
<b>County-District-School (CDS) Code</b>	48705324832259

## 2021-22 District Contact Information

<b>District Name</b>	Dixon Unified School District
<b>Phone Number</b>	(707) 693-6300
<b>Superintendent</b>	Brian Dolan
<b>Email Address</b>	bdolan@dixonusd.org
<b>District Website Address</b>	www .dixonusd.org

## 2021-22 School Overview

Welcome to Dixon High School! We are a single comprehensive high school in our community of approximately 20,000 in Solano County. Our beautiful campus opened in 2007 and is a hub of our community. Our campus hosts site and community events and backs up to our city facilities with which we share a multi-use agreement. We have very active athletic programs, a beautiful theater, quality classrooms, and a vibrant Agricultural program with a new barn. We are surrounded by new homes and look forward to meeting our new neighbors.

We are committed to ensuring all students learn at high levels every day and our staff continues to learn and work together to make this happen for our kids. Our PBIS team leads us in holding to three common expectations: Engage fully, Seek Support, and Be Present in everything we do. We are on a journey to become an AVID Schoolwide school and we are learning together to make sure all students experience equitable opportunities for engaging, rigorous learning and are supported so they can be ready for college and career when they leave us. We are focused on building relationships so all students and staff can engage fully, seek support when needed, and be present at school.

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

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

## 2021-22 School Overview

### About this School

#### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	298
Grade 10	274
Grade 11	259
Grade 12	226
Total Enrollment	1,057

#### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.6
Asian	1.3
Black or African American	2.2
Filipino	1.9
Hispanic or Latino	57.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.4
White	30.7
English Learners	12.2
Foster Youth	0.3
Homeless	4.3
Socioeconomically Disadvantaged	45.5
Students with Disabilities	9.8

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2019	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 Novels: The Absolutely True Diary of a Part-Time Indian Living up the Street Seedfolks To Kill a Mockingbird- Graphic Novel Romeo and Juliet Yaqui Delgado Wants to Kick Your Ass Just Mercy Night Animal Farm 1984 Narrative of the Life of Frederick Douglass, An American Slave Speak - Graphic Novel The Great Gatsby Into the Wild A Raisin in the Sun The Devil's Highway: A True Story Death of a Salesman Catcher in the Rye Their Eyes Were Watching God	Yes	0.00 %
<b>Mathematics</b>	CPM – Core Connections, Integrated I CPM – Core Connections, Integrated II CPM – Core Connections, Integrated III CPM – Calculus Third Edition CPM - Core Connections for Pre Calculus The Practice of Statistics	Yes	0.00 %
<b>Science</b>	Campbell – Biology in Focus McDougal Little – California Biology	Yes	0.00 %

	Houghton Mifflin Company – Chemistry: A Foundation (adopted 2008) Seeley Stephens Tate – Essentials of Anatomy and Physiology, 6th Edition Glencoe – Physics: Principles and Problems Prentice-Hall – Physics: Principles with Applications, 5th Edition Addison-Wesley – Chemistry		
<b>History-Social Science</b>	Prentice-Hall – United States History America Prentice-Hall – Magruder's American Government Prentice-Hall – World History Era Prentice-Hall – Economics: Principles in Action Lanahan Publishing – The American Polity for AP Government Pearson – World Civilizations: The Global Experience AP	Yes	0.00 %
<b>Foreign Language</b>	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	0.00 %
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Dixon High School was built in 2007. Dixon High School meets or exceeds all state requirements in a school facility. The campus currently contains 67 classrooms, 3 Art rooms, Agriculture/Welding shop, Floral shop, Band room, indoor theater, multipurpose room, 2 gymnasiums, weight/wrestling rooms, football/track/soccer stadium, 2 baseball fields, and 2 softball fields. 100% of our bathrooms are in working order. The Dixon Unified School District along with North Bay Schools Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All HVAC units undergo regular maintenance and cleaning. All classrooms currently have WiFi capabilities. Above and beyond the daily cleaning maintenance performed by custodial staff, the district schedules thorough cleaning of classrooms on a regular basis. There are no scheduled facility improvements.

**Year and month of the most recent FIT report**

August 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	The District has completed a Facilities Needs Assessment and has passed A General Obligation Facility Improvement Bond. Over the next few

## School Facility Conditions and Planned Improvements

				years, the District will be engaged in several modernization projects.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	244	153	62.7	37.3	51.63
<b>Female</b>	128	77	60.16	39.84	59.74
<b>Male</b>	116	76	65.52	34.48	43.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	132	94	71.21	28.79	42.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	9	75	25	--
<b>White</b>	84	40	47.62	52.38	67.5
<b>English Learners</b>	21	12	57.14	42.86	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	4	22.22	77.78	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	103	69	66.99	33.01	40.58
<b>Students Receiving Migrant Education Services</b>	14	12	85.71	14.29	16.67
<b>Students with Disabilities</b>	20	9	45	55	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	244	153	62.70	37.30	33.99
Female	128	77	60.16	39.84	36.36
Male	116	76	65.52	34.48	31.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	94	71.21	28.79	25.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	9	75.00	25.00	--
White	84	40	47.62	52.38	42.50
English Learners	21	12	57.14	42.86	0.00
Foster Youth	--	--	--	--	--
Homeless	18	4	22.22	77.78	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	69	66.99	33.01	26.09
Students Receiving Migrant Education Services	14	12	85.71	14.29	16.67
Students with Disabilities	20	9	45.00	55.00	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	219	NT	NT	NT	NT
<b>Female</b>	114	NT	NT	NT	NT
<b>Male</b>	105	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	115	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	15	NT	NT	NT	NT
<b>White</b>	70	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	92	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	12	NT	NT	NT	NT
<b>Students with Disabilities</b>	16	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

Dixon High School offers several Career Technical Education (CTE) programs, including: Ag Science, Mechanics, Floral Design, Supervised Agricultural Education Projects, Farm to Fork Food Science, Computer Science and Multimedia Arts.

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

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

Dixon High School has a curricular path with regard to Technology with Multimedia Arts. In Multimedia, students work with industry-standard equipment and software so students leave the program with the skills necessary to continue their education or pursue work in the field. Furthermore, Dixon High School students can earn Adobe Certification through the Multimedia program.

Dixon High School has added a CTE Coordinator.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	468
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	47.46

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

We are very excited about our endeavors to engage parents and the community at Dixon High School. We actively reach out to parent groups and welcome their input. Parent organizations include the PTO, Dixon Schools Athletic Boosters, Band Boosters, numerous sport-specific boosters, Dixon Sober Grad Night, and ELAC. DHS also hosts several information nights to help parents be more involved in their children's education including weekly "Tuesday Talks" parent meetings where families can chat about upcoming events, share concerns, and get information and resources as needed. Additionally, the administration sends weekly emails to our families and stakeholders to keep all parties informed and engaged. In addition to Open House, we host a Course Expo every year so parents, students, and community members can preview our programs. Parents can join us in Cash for College, College Admissions sessions, AVID Parent Nights, events, band concerts, and plays and musicals. Dixon High School parents also serve as representatives on district facilities teams, the district's DELAC organization, and LCAP Advisory groups.

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

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	4.3	6.3	6.1	13.1	12.1	9.1	9.0	8.9	9.4
<b>Graduation Rate</b>	95.3	93.0	93.9	82.5	86.9	87.2	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	230	216	93.9
<b>Female</b>	119	115	96.6
<b>Male</b>	111	101	91.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	118	113	95.8
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	77	69	89.6
<b>English Learners</b>	19	18	94.7
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	12	10	83.3
<b>Socioeconomically Disadvantaged</b>	128	123	96.1
<b>Students Receiving Migrant Education Services</b>	16	15	93.8
<b>Students with Disabilities</b>	24	22	91.7



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1086	1075	29	2.7
Female	547	544	13	2.4
Male	539	531	16	3.0
American Indian or Alaska Native	6	6	1	16.7
Asian	14	14	1	7.1
Black or African American	24	24	1	4.2
Filipino	21	21	0	0.0
Hispanic or Latino	623	615	12	2.0
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	36	35	0	0.0
White	336	334	13	3.9
English Learners	136	132	5	3.8
Foster Youth	5	4	0	0.0
Homeless	45	45	3	6.7
Socioeconomically Disadvantaged	501	493	16	3.2
Students Receiving Migrant Education Services	51	51	1	2.0
Students with Disabilities	110	110	2	1.8

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	6.54	0.46	6.69	0.28	3.47	0.20
<b>Expulsions</b>	0.17	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	6.38	4.82	2.45
<b>Expulsions</b>	0.27	0.08	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.46	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.93	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.32	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	2.78	0.00
<b>White</b>	0.30	0.00
<b>English Learners</b>	1.47	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	2.22	0.00
<b>Socioeconomically Disadvantaged</b>	0.80	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.91	0.00

## 2021-22 School Safety Plan

Student safety at Dixon High School is our top priority. We pride ourselves on our safe campus, as evidenced by our low percentage of violent acts, bullying, and other negative behaviors. Site staff and administration take a proactive approach to student behavior management and our community is fully engaged in the PBIS model for behavioral management and student support.

Dixon High School staff reviews and updates procedures for evacuations, fire emergencies, and intruders in collaboration with a comprehensive district safety plan and with Dixon Police Department, 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 three campus supervisors to assist the administration with student supervision to ensure students are safe and to develop positive relationships on campus. We also have a district School Resource Officer who engages with students and staff and also advises on safety matters. Additionally, all teachers have supervisory duties as well, throughout the day.

Visitors to campus must come through the front office where they check in and are given a sticker to indicate they are allowed on campus.

Dixon High School has a nurse available, first aid kits throughout campus, and we have two AED machines should students, staff, or visitors have a cardiac emergency. All athletic coaches are CPR certified and current with the most recent research and protocols for injury prevention and treatment, including concussions.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	24	8
Mathematics	27	6	32	4
Science	25	8	20	2
Social Science	25	11	17	8

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	8	16	14
Mathematics	27	13	19	9
Science	30	5	9	11
Social Science	29	3	18	7

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	4	11	20
Mathematics	29	8	16	13
Science	30	2	14	7
Social Science	31		17	9

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	528.5

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.2

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5871	\$96	\$5775	\$70616
District	N/A	N/A	\$6028	\$67,931
Percent Difference - School Site and District	N/A	N/A	-4.3	3.9
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-37.5	-8.7

## 2020-21 Types of Services Funded

Dixon High School is committed to supporting students so they can access a rigorous curriculum and leave our school college and career ready. As detailed in our LCAP and funded by SCG, general fund, and grants, the following services and supports are provided for our students and families:

- Independent learning offerings
- Academic Counselor for At-Promise youth pending
- Before and after school Learning Center, staffed with tutors
- Expansion of Mental Health Services offerings and support
- STEM, CTE, and VAPA support
- Intervention classes in mathematics
- English Learner Development instruction
- Intensive Intervention class for high-risk freshmen
- AVID Elective classes
- AVID Schoolwide support
- Advanced Placement Course offerings with financial assistance for exam fees
- Credit Recovery during the academic day, after school, and over summer
- Career and Technical Education Coordinator
- District Support for AVID, PBIS, ELD
- CCSS aligned instructional materials
- Library Services
- Bilingual Parent Liaison
- EL clerk
- Positive Behavior Intervention and Supports (PBIS)
- EL Training for Staff through EL Achieve

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,974	\$48,119
Mid-Range Teacher Salary	\$64,867	\$74,665
Highest Teacher Salary	\$86,402	\$98,160
Average Principal Salary (Elementary)	\$103,506	\$118,542
Average Principal Salary (Middle)	\$110,987	\$125,068
Average Principal Salary (High)	\$114,458	\$133,516
Superintendent Salary	\$187,101	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	31.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	3
Foreign Language	1
Mathematics	2
Science	3
Social Science	8
Total AP Courses Offered	20

## Professional Development

Dixon High School staff development focuses on further developing practices to ensure sound, rigorous, equitable academic and socio-emotional experiences for all students. With this in mind, we continue with site and district based AVID, PBIS, and English Learner professional development. In addition to outside professional development resources such as AVID Summer Institute and EL Achieve, we also have district and county professional development in these areas, as well as equity taskforce, brief intervention training, and additional English Learner trainings. Some of our most powerful professional development is done on site, in collaborative groups, especially with regard to instructional practices as an AVID Schoolwide school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	34

## Dixon Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

District Name	Dixon Unified School District
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
Email Address	bdolan@dixonusd.org
District Website Address	www.dixonusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1484	525	35.38	64.62	35.38
Female	742	263	35.44	64.56	41.38
Male	742	262	35.31	64.69	29.34
American Indian or Alaska Native	--	--	--	--	--
Asian	14	8	57.14	42.86	--
Black or African American	34	9	26.47	73.53	--
Filipino	19	8	42.11	57.89	--
Hispanic or Latino	941	335	35.60	64.40	26.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	30	33.33	66.67	44.83
White	376	131	34.84	65.16	53.08
English Learners	315	95	30.16	69.84	4.26
Foster Youth	--	--	--	--	--
Homeless	170	40	23.53	76.47	10.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	275	33.50	66.50	22.43
Students Receiving Migrant Education Services	91	33	36.26	63.74	12.12
Students with Disabilities	194	47	24.23	75.77	6.38



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1484	519	34.97	65.03	19.38
<b>Female</b>	742	259	34.91	65.09	20.62
<b>Male</b>	742	260	35.04	64.96	18.15
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	7	50.00	50.00	--
<b>Black or African American</b>	34	8	23.53	76.47	--
<b>Filipino</b>	19	8	42.11	57.89	--
<b>Hispanic or Latino</b>	941	330	35.07	64.93	13.37
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	90	31	34.44	65.56	26.67
<b>White</b>	376	131	34.84		26.15
<b>English Learners</b>	315	94	29.84	70.16	1.08
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	170	36	21.18	78.82	11.11
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	821	269	32.76	67.24	11.65
<b>Students Receiving Migrant Education Services</b>	91	32	35.16	64.84	12.50
<b>Students with Disabilities</b>	194	47	24.23	75.77	4.35

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

