Maine Prairie High (Continuation)
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/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

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
Email Address	yramos@dixonusd.org
School Website	mphs.dixonusd.org
County-District-School (CDS) Code	48705324830055

2021-22 District Contact Information

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

2021-22 School Overview

MPHS serves up to 100 students in an alternative setting for the Dixon Unified School District. Founded in 1977, MPHS was originally located on the grounds of the Dixon May Fair. MPHS moved to its current all portable location in 1992. The majority of MPHS students enroll in the program to remediate credit deficiency that restricts timely graduation from the district's comprehensive high school. Depending on academic status, students may return to the traditional high school, graduate from MPHS (either early or on time), and if making appropriate progress, continue as a fifth-year senior. Although many students enroll intending to return to the comprehensive high school program, most who earn that option make MPHS their school of choice. The school's instructional programs are directly aligned to common core standards. Additionally, MPHS is implementing AVID strategies campus-wide. Student learner outcomes are intended to challenge students to develop and demonstrate their ability to think and act independently. MPHS is a school where our students become contributing members of society who are effective communicators, exhibiting both academic preparedness and civic responsibility. 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.

2021-22 School Overview

About Our School
Welcome to Maine Prairie High School (MPHS). Our school community is a warm, inviting environment for all of our scholars. I am proud to serve these student scholars and proud of the hard work our students and staff put forth each and every day. MPHS, founded in 1977, is the only alternative high school in the Dixon Unified School District. MPHS is staffed to serve 100 scholars in grades 10-12 and class size is 20:1. The majority of our students enroll due to credit deficiency which restricts timely graduation from the comprehensive high school. Depending on academic status scholars may return to the traditional high school, graduate from MPHS or continue the ninth semester through a contractual placement. Although many students enroll intending to return to the traditional program, many choose to make MPHS their school of choice. Maine Prairie High School is accredited by the Western Association of Schools and Colleges (WASC)

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	24
Grade 12	57
Total Enrollment	81

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.2
Male	56.8
Black or African American	2.5
Filipino	1.2
Hispanic or Latino	66.7
Two or More Races	2.5
White	24.7
English Learners	27.2
Foster Youth	1.2
Homeless	4.9
Socioeconomically Disadvantaged	63
Students with Disabilities	8.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

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

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

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (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 2018

Subject	Textbooks and Other 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 - Writing and Grammar (11th grade and 10thgrade) Prentice-Hall Literature - Timeless Voices, Timeless Themes: Platinum Level (11th grade) Prentice-Hall Literature - Timeless Voices, Timeless Themes: The American Experience (12th grade) Non Fiction and Fiction literature	Yes	0.00 %
Mathematics	Carnegie - Integrated Math I Carnegie - Integrated Math II Odysseyware Mathematics	Yes	0.00 %
Science	Prentice-Hall Biology Life Science with online resources Prentice-Hall Earth Science with online resources	Yes	0.00 %
History-Social Science	Prentice-Hall Macgruder's 2006 American Government, California edition Prentice-Hall Economics in Action Prentice-Hall The Modern World Prentice-Hall Modern America West Educational Publishing Street Law, A Course in PracticalLaw 7th Edition	Yes	0.00 %
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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, 8 portables in total. The portables are old but in adequate condition for students. The campus is clean and safe. 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 W IFI 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	8/4/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	275 (8) DIXON POST SECONDARY PROGRAM: 4. WALL BOARD HAS A HOLE. CEILING TILE IS MISDING.11. PAINT IS PEELING ON SIDING. PAINT IS PITTING ON WALL BOARD BEHIND SINKS IN RESTROOMS.15. WINDOW SCREEN HAS A HOLE. 325 (6): 4. CEILING TILE HAS A HOLE. LINOLEUM FLOORING IS LIFTING IN RR. 7. ETHERNET BOX IS LOOSE FROM WALL. ETHERNET BOX IS MISSING. 15. METAL DOOR IS ROTTING. ADMIN (305): 4. WALL PAPER IS TORN. FORMICA IS CHIPPING ON COUNTER. 15. WINDOW SCREEN HAS A HOLE. BOYS REST ROOM: 4. FLOOR TILES ARE BROKEN AROUND TOILET. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PITTING BEHIND FAUCETS. COMMUNITY DAY SCHOOL (7): 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. COUNSELOR: 4. CEILING TILE IS TORN. LOUNGE: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. MENS REST ROOM: 4. CEILING TILES ARE TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. OFFICE: 4. CEILING TILE IS MISSING. P-1: 4. CEILING TILE T-BAR IS LOOSE. CARPET IS TORN AND STAINED. WATER DAMAGE ON SINK BACK SPLASH. 7. BROKEN LIGHT DIFFUSERS. 11. PAINT IS PEELING ON EXTERIOR. 12. SIDING HAS DRY ROT. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. P-2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. FORMICA TRIM ON COUNTER

School Facility Conditions and Planned Improvements

				TOP IS MISSING. WALL TRIM IS MISSING. CARPET IS STAINED AND WORN. WALL BOARD IS TORN. P-3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS LOOSE. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 11. PAINT IS CHIPPING ON DOOR FRAME. 13. HOLES ARE RUSTED IN GUTTERS. 15. DOOR DOES NOT SHUT PROPERLY. P-4: 4. CEILING TILES ARE BROKEN/TORN. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. CARPET IS LIFTING. 12. DRY ROT ON FACIA. P-5: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. 12. DRY ROT ON FACIA. PRINCIPAL: 4. CEILING TILE IS LOOSE. CEILING TILE HAS A HOLE. WOMENS REST ROOM: 4. CEILING TILE TRIM IS RUSTED. CEILING TILE IS TORN. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM OF RAMP. 15. DOOR DOES NOT CLOSE PROPERLY.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			LOUNGE: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical	X			325 (6): 4. CEILING TILE HAS A HOLE. LINOLEUM FLOORING IS LIFTING IN RR. 7. ETHERNET BOX IS LOOSE FROM WALL. ETHERNET BOX IS MISSING. 15. METAL DOOR IS ROTTING. P-1: 4. CEILING TILE T-BAR IS LOOSE. CARPET IS TORN AND STAINED. WATER DAMAGE ON SINK BACK SPLASH. 7. BROKEN LIGHT DIFFUSERS. 11. PAINT IS PEELING ON EXTERIOR. 12. SIDING HAS DRY ROT. 14. RAMP IS LIFTING CREATING A TRIP HAZARD.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS REST ROOM: 4. FLOOR TILES ARE BROKEN AROUND TOILET. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PITTING BEHIND FAUCETS. GIRLS REST ROOM: 9. FAUCET LEAKS AT HANDLE.
Safety: Fire Safety, Hazardous Materials	X			275 (8) DIXON POST SECONDARY PROGRAM: 4. WALL BOARD HAS A HOLE. CEILING TILE IS MISDING.11. PAINT IS PEELING ON SIDING. PAINT IS PITTING ON WALL BOARD BEHIND SINKS IN RESTROOMS.15. WINDOW SCREEN HAS A HOLE.

School Facility Conditions and Planned Improvements

			P-1: 4. CEILING TILE T-BAR IS LOOSE. CARPET IS TORN AND STAINED. WATER DAMAGE ON SINK BACK SPLASH. 7. BROKEN LIGHT DIFFUSERS. 11. PAINT IS PEELING ON EXTERIOR. 12. SIDING HAS DRY ROT. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. P-3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS LOOSE. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 11. PAINT IS CHIPPING ON DOOR FRAME. 13. HOLES ARE RUSTED IN GUTTERS. 15. DOOR DOES NOT SHUT PROPERLY. STAFF REST ROOM: 11. PAINT IS PITTING ON WALL BOARD BEHIND FAUCETS.
Structural: Structural Damage, Roofs	X		COMMUNITY DAY SCHOOL (7): 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. MENS REST ROOM: 4. CEILING TILES ARE TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. P-1: 4. CEILING TILE T-BAR IS LOOSE. CARPET IS TORN AND STAINED. WATER DAMAGE ON SINK BACK SPLASH. 7. BROKEN LIGHT DIFFUSERS. 11. PAINT IS PEELING ON EXTERIOR. 12. SIDING HAS DRY ROT. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. P-3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS LOOSE. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 11. PAINT IS CHIPPING ON DOOR FRAME. 13. HOLES ARE RUSTED IN GUTTERS. 15. DOOR DOES NOT SHUT PROPERLY. P-4: 4. CEILING TILES ARE BROKEN/TORN. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. CARPET IS LIFTING. 12. DRY ROT ON FACIA. P-5: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. 12. DRY ROT ON FACIA. UNISEX REST ROOM: 12. EXTERIOR TRIM IS LOOSE. WOMENS REST ROOM: 4. CEILING TILE TRIM IS RUSTED. CEILING TILE IS TORN. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM OF RAMP. 15. DOOR DOES NOT CLOSE PROPERLY.

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	275 (8) DIXON POST SECONDARY PROGRAM: 4. WALL BOARD HAS A HOLE. CEILING TILE IS MISDING.11. PAINT IS PEELING ON SIDING. PAINT IS PITTING ON WALL BOARD BEHIND SINKS IN RESTROOMS.15. WINDOW SCREEN HAS A HOLE. 325 (6): 4. CEILING TILE HAS A HOLE. LINOLEUM FLOORING IS LIFTING IN RR. 7. ETHERNET BOX IS LOOSE FROM WALL. ETHERNET BOX IS MISSING. 15. METAL DOOR IS ROTTING. ADMIN (305): 4. WALL PAPER IS TORN. FORMICA IS CHIPPING ON COUNTER. 15. WINDOW SCREEN HAS A HOLE. MENS REST ROOM: 4. CEILING TILES ARE TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. P-1: 4. CEILING TILE T-BAR IS LOOSE. CARPET IS TORN AND STAINED. WATER DAMAGE ON SINK BACK SPLASH. 7. BROKEN LIGHT DIFFUSERS. 11. PAINT IS PEELING ON EXTERIOR. 12. SIDING HAS DRY ROT. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. P-3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS LOOSE. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 11. PAINT IS CHIPPING ON DOOR FRAME. 13. HOLES ARE RUSTED IN GUTTERS. 15. DOOR DOES NOT SHUT PROPERLY. PARKING LOTS: 14. TRIP HAZARD AT PARKING LOT/ SIDEWALK SEAM. PLAY COURTS: 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM. WOMENS REST ROOM: 4. CEILING TILE TRIM IS RUSTED. CEILING TILE IS TORN. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/ASPHALT SEAM OF RAMP. 15. DOOR DOES NOT CLOSE PROPERLY.

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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
All Students	39	32	82.05	17.95	9.38
Female	17	15	88.24	11.76	13.33
Male	22	17	77.27	22.73	5.88
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	18	78.26	21.74	5.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	21	75	25	4.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	39	25	64.10	35.90	0.00
Female	17	10	58.82	41.18	--
Male	22	15	68.18	31.82	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	13	56.52	43.48	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	8	72.73	27.27	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	16	57.14	42.86	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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

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

Students with Disabilities	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.

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
Science (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
All Students	52	NT	NT	NT	NT
Female	21	NT	NT	NT	NT
Male	31	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	38	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Career Technical Education Programs are a challenge on the alternative education site. Currently, service organizations are working with students in a variety of career related after school activities. The site utilizes Odysseware, and online educational program to provide students with CTE courses. During school closure and distance learning students are eligible for work experience credit.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	66.25
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

Parents and guardians are always welcome on the Maine Prairie High School campus. All incoming students are required to meet with the Principal before their first day of attendance. Parent conferences, back to school night, open house, ELAC, and quarterly newsletters 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 student's school journey. The parent liaison can be reached at 707-693-6340.

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
Dropout Rate	46.2	43.5	15.4	13.1	12.1	9.1	9.0	8.9	9.4
Graduation Rate	28.8	54.3	67.7	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	65	44	67.7
Female	27	21	77.8
Male	38	23	60.5
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	45	30	66.7

Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	13	76.5
English Learners	20	13	65.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	52	36	69.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	117	114	113	99.1
Female	52	51	50	98.0
Male	65	63	63	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	3	3	3	100.0
Filipino	1	1	1	100.0
Hispanic or Latino	78	76	75	98.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	3	100.0
White	30	29	29	100.0
English Learners	31	30	30	100.0
Foster Youth	3	3	3	100.0
Homeless	7	7	7	100.0
Socioeconomically Disadvantaged	76	76	76	100.0
Students Receiving Migrant Education Services	3	3	3	100.0
Students with Disabilities	12	12	12	100.0

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
Suspensions	7.32	0.00	6.69	0.28	3.47	0.20
Expulsions	0.00	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
Suspensions	6.56	4.82	2.45
Expulsions	0.00	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The safety of students and staff is a primary concern of MPHS. The School Safety plan was evaluated in September 2016 and revised in the spring of 2020. The school safety plan is reviewed annually with all faculty and staff. 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, lockdown, 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.

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	22	2	2	
Mathematics	15	3		
Science	15	3		
Social Science	19	3	2	

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	21	4	1	
Mathematics	18	5		
Science	19	3		
Social Science	20	2	1	

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	21	4		
Mathematics	17	4		
Science	18	2		
Social Science	19	5		

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	81

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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	$8086	$845	$7240	$55737
District	N/A	N/A	$8,559.00	$67,931
Percent Difference - School Site and District	N/A	N/A	-16.7	-19.7
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-15.4	-32.1

2020-21 Types of Services Funded

MPHS has a variety of services available to our students. Our counselor, mental health clinician, and parent liaison work tirelessly to support and guide students and their families. Vocational specialists and the State Department of Vocational Rehabilitation support our students with disabilities. The faculty and staff work with all students to secure appropriate resources to meet student needs. The community of Dixon also provides support to our scholars.

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	

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

MPHS is a comprehensive support and improvement (CSI) due to graduation rates. The primary focus for staff development is AVID. Our staff attended the summer institute in 2020 and the ongoing workshops provided by AVID.

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

Subject	2019-20	2020-21	2021-22

Professional Development			
Number of school days dedicated to Staff Development and Continuous Improvement	34	21	21

Dixon Unified

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
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
All Students	1484	519	34.97	65.03	19.38
Female	742	259	34.91	65.09	20.62
Male	742	260	35.04	64.96	18.15
American Indian or Alaska Native	--	--	--	--	--
Asian	14	7	50.00	50.00	--
Black or African American	34	8	23.53	76.47	--
Filipino	19	8	42.11	57.89	--
Hispanic or Latino	941	330	35.07	64.93	13.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	31	34.44	65.56	26.67
White	376	131	34.84		26.15
English Learners	315	94	29.84	70.16	1.08
Foster Youth	--	--	--	--	--
Homeless	170	36	21.18	78.82	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	269	32.76	67.24	11.65
Students Receiving Migrant Education Services	91	32	35.16	64.84	12.50
Students with Disabilities	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.