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TO: Solano County Civil Grand Jury

FROM: Dixon Unified School District

DATE: June 12, 2026

SUBJECT: Official Response to Grand Jury Findings and Recommendations

Dear Mr. Manuel Hector, Jr., Foreperson

In accordance with California Penal Code Section 933.05, the Dixon Unified School District (DUSD) provides the following formal responses to Finding 1 and Recommendation 1 contained in the 2025-26 Solano County Civil Grand Jury Report entitled "Continuation Schools in Solano County".

RESPONSE TO GRAND JURY FINDINGS

Finding 1

"The 2024-25 SARC for Maine Prairie High School shows a 68% graduation rate for students, 15-20% lower than the other Continuation Schools, which is detrimental to the future of students' education and success beyond graduation."

Response to Finding 1: Dixon Unified School District agrees with the finding.

RESPONSE TO GRAND JURY RECOMMENDATIONS

Recommendation 1

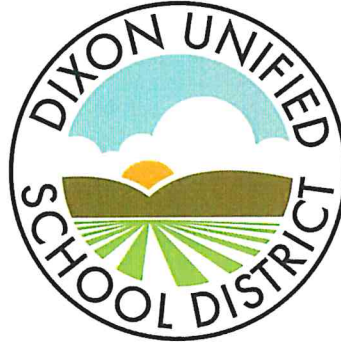
"The Dixon Unified School District explore and implement best practices to improve graduation rates at Maine Prairie High School by July 2027."

Response to Recommendation 1: The recommendation has been implemented. Below is a summary regarding the implemented actions taken by DUSD and Maine Prairie High

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School (MPHS) to meet and expand upon this recommendation ahead of the July 2027 timeline.

SUMMARY OF IMPLEMENTED ACTION

Section I: Current Best Practices Being Implemented

MPHS has both in-person and digital components that allow students to earn credits more rapidly than at the district's traditional high school. MPHS students attend in person and receive direct instruction using district approved and adopted textbooks. MPHS also utilizes a digital credit recovery program, Edmentum, in addition to direct instruction to help students recover credits, and in some cases to accelerate their credit earning.

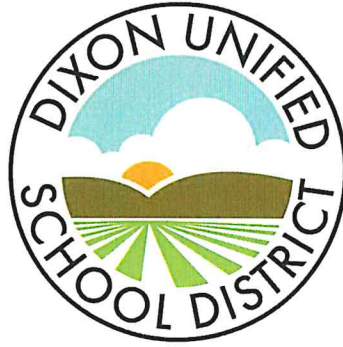
The following academic, procedural, and socio-emotional frameworks are currently operational and actively scaling up to optimize student credit accrual and graduation rates:

- **Accelerated Credit Recovery Opportunities:** The hybrid in-person and virtual instructional program allows students to move quickly through courses once standards-mastery is demonstrated. At MPHS students can accrue up to 90 credits per year through in person classes due to the school's trimester schedule. Additionally, MPHS offers an embedded credit recovery system, Edmentum, that enables credit-deficient students to earn significantly more than 90 credits annually. Credit recovery is intentionally embedded throughout the standard school day. Approximately two years ago, MPHS incorporated Edmentum into its instructional program and the benefits of the program as still being realized.
- **Targeted Interventions and Curriculum:** MPHS utilizes the i-Ready diagnostic alongside personalized learning paths to close fundamental learning gaps and track student growth. A new math curriculum in school year 2025/26 has yielded immediate increases in student math achievement. Additionally, a newly

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implemented English Language Development (ELD) program has successfully accelerated reclassification rates for English Learners.

- **Integrated Support Staff:** The district recently embedded an "At-Promise Counselor" at MPHS to serve as a critical liaison among all three secondary schools in the district. Holistic socio-emotional, behavioral, and engagement support is provided through the combined efforts of this counselor, a Mental Health Clinician, and a Community School Liaison (utilizing home visits, one-on-one meetings, and student support groups).
- **College, Career, and Community Readiness:** MPHS is an active, school-wide AVID campus, with staff participating in continuous professional development in college-readiness strategies. The site also utilizes a virtual reality Career Exploration Program allowing students to discover future career paths while earning elective credits. These efforts are amplified by robust partnerships with local community stakeholders (e.g., Rotary, Chamber of Commerce, and the Women's Improvement Club). These efforts are increasing students' interest in college and careers which is having a positive impact on their motivation to achieve their high school diploma.

Section II: Best Practices Currently Being Explored

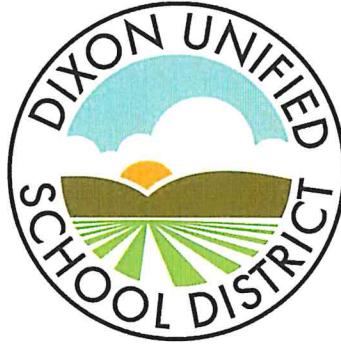
To address systemic root causes behind lower alternative school graduation cohorts, DUSD and MPHS are actively exploring and refining the following secondary strategies:

- **Early Identification System:** Recognizing that many students arrive at MPHS with severe credit deficiencies that are difficult to overcome in a standard timeframe, DUSD is designing an early-tracking partnership with Dixon High School (DHS). This will include mandatory credit checks by DHS counselors at the conclusion of each academic term to proactively route off-track students to the At-Promise Counselor for early intervention.

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- **"Two-Way Street" and Local Cohort Tracking Frameworks:** MPHS currently maintains a "two-way street" policy allowing students who have remedied their credit deficiency to return to DHS once they catch up. While this is an academic victory for the student, it removes successful completers from the MPHS graduation cohort, artificially suppressing the school's state-reported graduation rate. DUSD is exploring the creation of a localized cohort graduation metric to track the aggregate long-term success of all students who have touched MPHS, regardless of which campus issues the final diploma. The district believes that this local measure will provide a more accurate picture of the impact MPHS is having on student graduation rates.
 - **Evidence-Based Literacy Interventions:** Incoming MPHS students frequently register five to six years behind in reading skills. MPHS is actively investigating targeted, evidence-based intensive reading intervention models and tutoring programs to accelerate literacy acquisition.
 - **Special Education Staffing Stabilization:** Following historical staffing fluctuations, MPHS has successfully developed a local Special Education teacher dedicated to the school site long-term, establishing instructional stability for students on Individualized Education Programs (IEPs).
 - **Deepened Family Engagement:** The campus is actively exploring deeper, on-site family engagement strategies to complement the digital tools and personal outreach currently managed by the Community School Liaison.

Conclusion

DUSD is committed to ensuring that all of our students graduate and, that when they do, they are prepared for college or a career. By implementing the strategies and best practices

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in this letter we are confident that Maine Prairie High School will meet the objectives outlined in Recommendation 1 well ahead of the July 2027 target.

Sincerely,

A handwritten signature in blue ink that reads "Brett Barley".

Brett Barley

Superintendent

Dixon Unified School District