

# Dixon Community Day

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Yvette Ramos, Director, Alternative Education

 Principal, Dixon Community Day

### About Our School

Dixon Community Day School serves students in the Dixon Unified School District who have been expelled from their comprehensive school site as well as students who are placed by the School Attendance Board. Students in grades 7-12 receive a standards based instructional program aimed at keeping them current with their grade level academics. Students are also provided an opportunity to learn new skills to make them successful upon returning to their home school. The Community Day School is intended to be a short term placement and as such does not offer a diploma track program.

### Contact

*Dixon Community Day*  
295 East C St.  
Dixon, CA

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

## About This School

### Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
<b>School Name</b>	Dixon Community Day
<b>Street</b>	295 East C St.
<b>City, State, Zip</b>	Dixon, Ca,
<b>Phone Number</b>	707-693-6340
<b>Principal</b>	Yvette Ramos, Director, Alternative Education
<b>E-mail Address</b>	<a href="mailto:yramos@dixonusd.org">yramos@dixonusd.org</a>
<b>Web Site</b>	<a href="http://www.dixonusd.org">http://www.dixonusd.org</a>
<b>County-District-School (CDS) Code</b>	48705320102012

*Last updated: 1/11/2016*

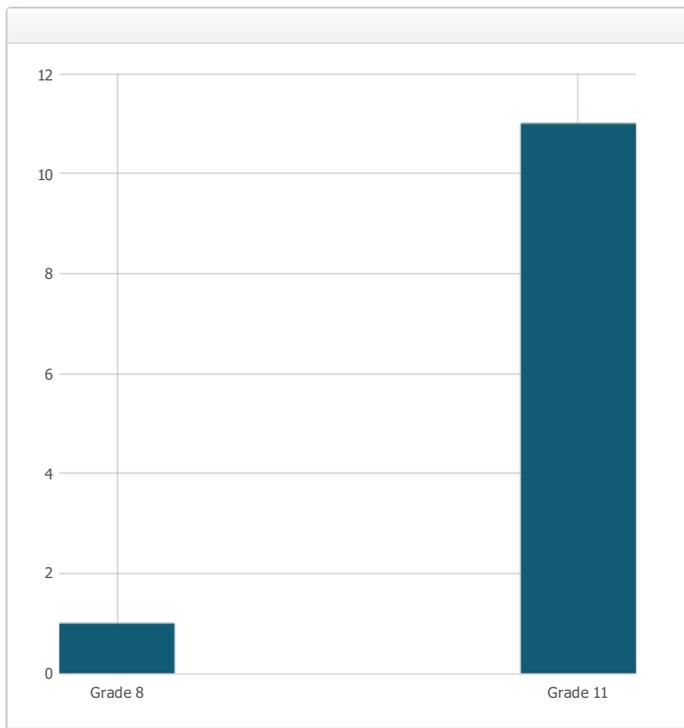
### School Description and Mission Statement - Most Recent Year

Dixon Community Day School serves students in the Dixon Unified School District who have been expelled or placed by the School Attendance Review Board. This 7-12 grade program allows students to stay current with their grade level and the opportunity to correct and reflect on behaviors which resulted in the placement to the Community Day School. The Community Day School is intended as a short term placement and as such does not provide a pathway to a diploma.

*Last updated: 1/11/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Grade 8	1
Grade 11	11
Total Enrollment	12



*Last updated: 1/11/2016*

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	8.3 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	66.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	16.7 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	83.3 %
English Learners	33.3 %
Students with Disabilities	16.7 %
Foster Youth	0.0 %

*Last updated: 1/11/2016*

## A. Conditions of Learning

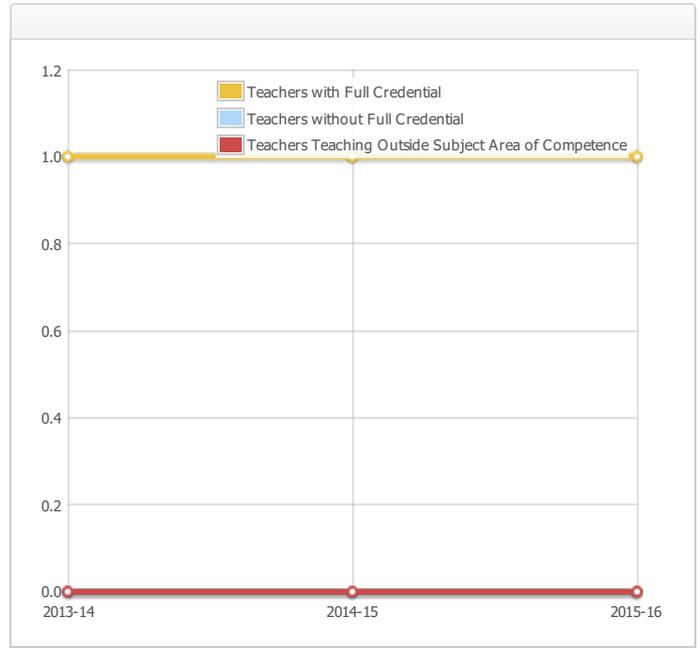
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

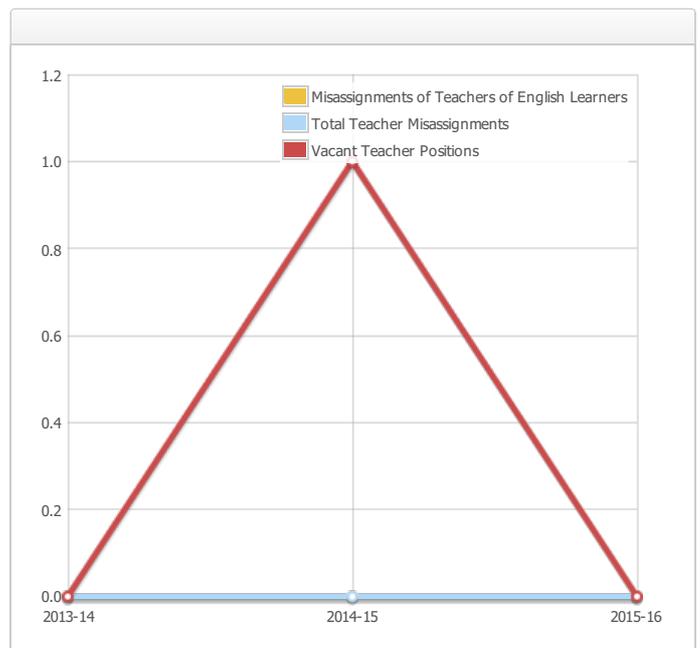
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1	1	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/11/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/11/2016

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: June 2015

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Prentice Hall Literature Timeless Voices, Timeless Themes Gold Level 36 used in English 9-10 Platinum Level 38 used in English 11 American Expreience used in English 12 Prentice Hall Writing and Grammar 39 used in English 11 and English 12	Yes	0.0 %
Mathematics	Carnegie Integrated Math I & II	Yes	0.0 %
Science	Prentice Hall (2007) Prentice Hall Biology 33 used in all Life Science classes with online resources Prentice Hall Earth Science 25 used in all Erath Science classes with online resources	Yes	0.0 %
History-Social Science	Prentice Hall Macgruder's 2006 American Government, California Edition Used in Civics/Governement Prentice Hall Economics in Action, 3007 Prentice Hall The Modern World, 2007 Prentice Hall Modern America, 2007 West Educational Publishin Street Law, A Course in Practical Law 7th Edition	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Holt Lifetime Health 24	Yes	0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 1/11/2016

**School Facility Conditions and Planned Improvements - Most Recent Year**

The Community Day School facility is in adequate condition. It is clean, safe and in good repair.

*Last updated: 1/11/2016*

**School Facility Good Repair Status - Most Recent Year**

Year and month in which data were collected: July 2015

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate - Most Recent Year**

Year and month in which data were collected: July 2015

Overall Rating	Good
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*Last updated: 1/11/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	--	32.0%	44.0%
Mathematics (grades 3-8 and 11)	--	30.0%	33.0%

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

*Last updated: 1/6/2016*

**ELA - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	2	1	50.0%	--	--	--	--
Male	2	1	50.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	2	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	2	1	50.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	2	1	50.0%	--	--	--	--
English Learners	2	0	0.0%	--	--	--	--
Students with Disabilities	2	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	2	1	50.0%	--	--	--	--
Male	2	1	50.0%	--	--	--	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	2	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	2	1	50.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	2	1	50.0%	--	--	--	--
English Learners	2	0	0.0%	--	--	--	--
Students with Disabilities	2	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/6/2016*

**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	7.0%	--	48.0%	51.0%	42.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/6/2016*

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42.0%
All Students at the School	--
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/6/2016*

**Career Technical Education Programs (School Year 2014-15)**

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Students attending the Community Day School focus on core academic studies

# State Priority: Other Pupil Outcomes

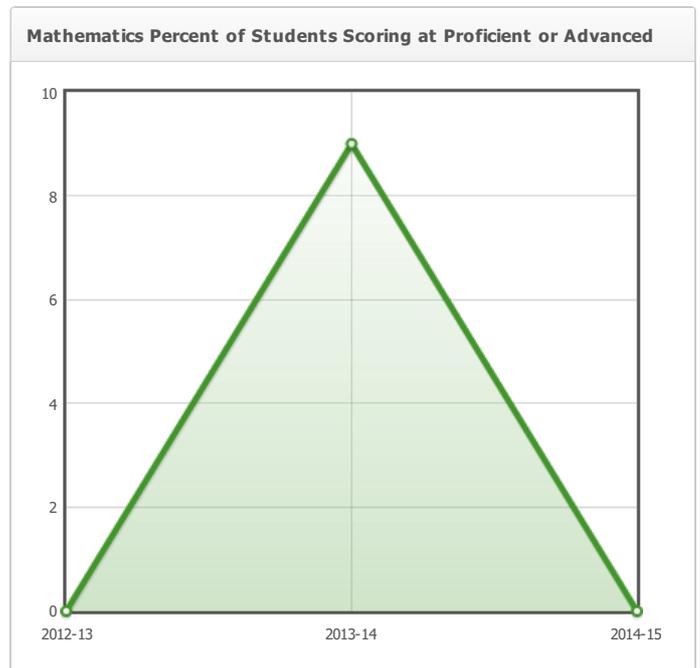
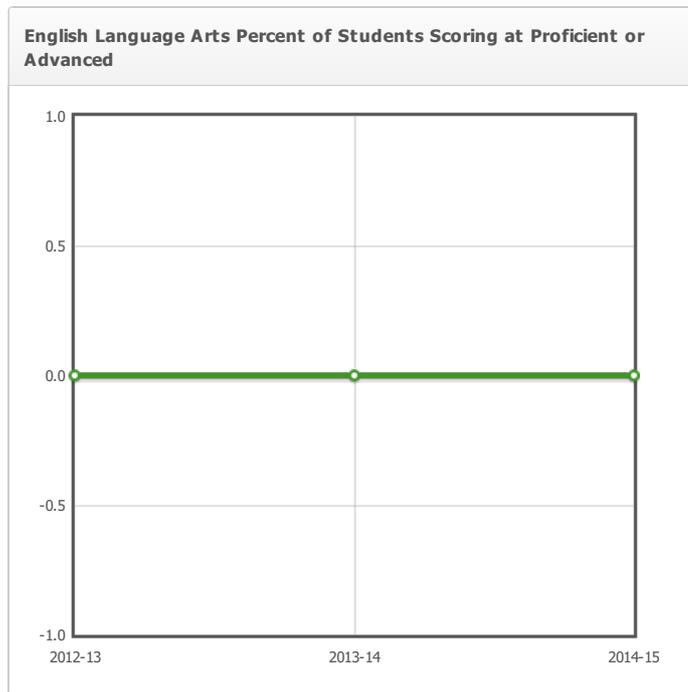
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	48.0%	54.0%	26.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	9.0%	0.0%	56.0%	58.0%	26.0%	60.0%	62.0%	59.0%

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



Last updated: 1/11/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	51.0%	23.0%	26.0%	46.0%	37.0%	17.0%
All Students at the School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

*Last updated: 1/11/2016*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

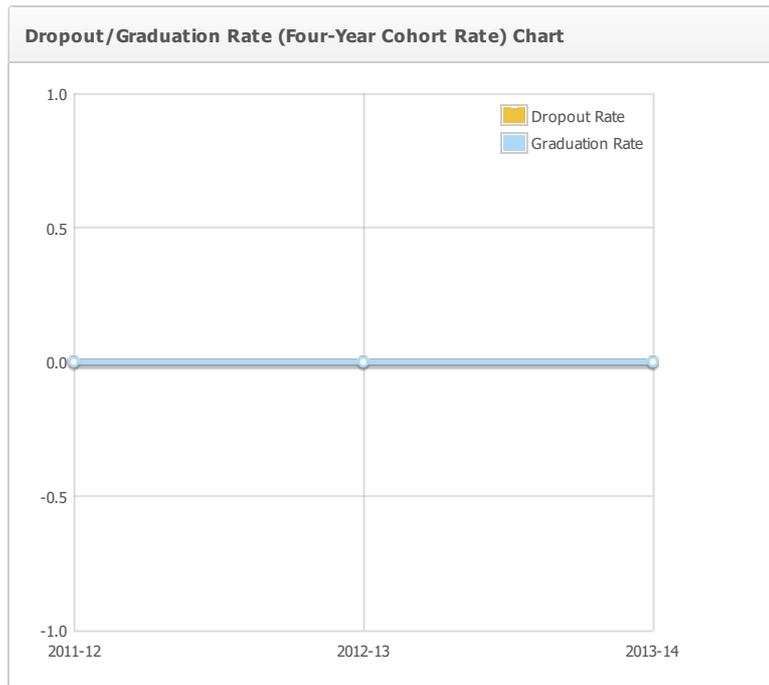
### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	13.4%	13.9%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	80.50	81.00	77.80	78.87	80.44	80.95



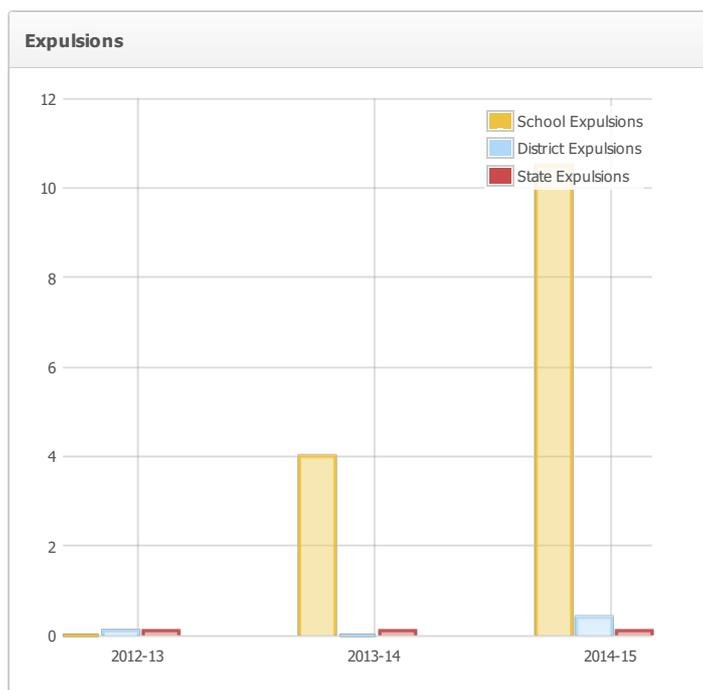
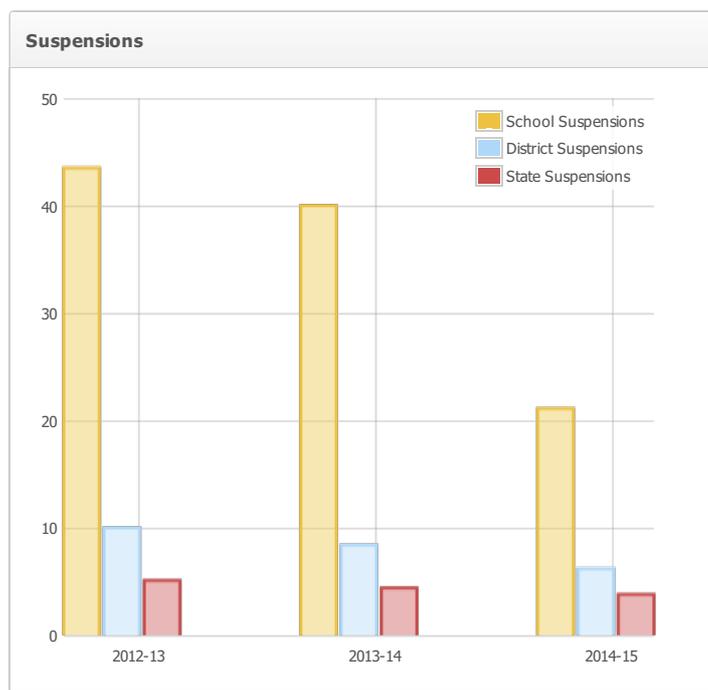
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	43.5	40.0	21.1	10.0	8.4	6.2	5.1	4.4	3.8
Expulsions	0.0	4.0	10.5	0.1	0.0	0.4	0.1	0.1	0.1



Last updated: 1/11/2016

## School Safety Plan - Most Recent Year

The safety of students and staff is a primary concern of the Dixon Community Day School. The School Site Safety plan is evaluated and revised annually by the staff. Key elements of the Safety Plan are the school's physical environment. The Community Day School is a self contained classroom and follows all of the disaster preparedness and crisis intervention plans as the adjacent Maine Prairie High School. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster drills, and lock down/school intruder drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by teachers. All visitors to the school must sign in first at the school office and receive a visitors badge.

Last updated: 1/11/2016

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/11/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0%

Note: Cells with NA values do not require data.

Last updated: 1/11/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	15.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/11/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$15617.0	\$0.0	\$15617.0	\$62770.0
District	N/A	N/A	\$5346.0	\$61447.0
Percent Difference – School Site and District	N/A	N/A	192.1%	61447.0%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	233.0%	63037.0%

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

*Last updated: 1/11/2016*

## Types of Services Funded (Fiscal Year 2014-15)

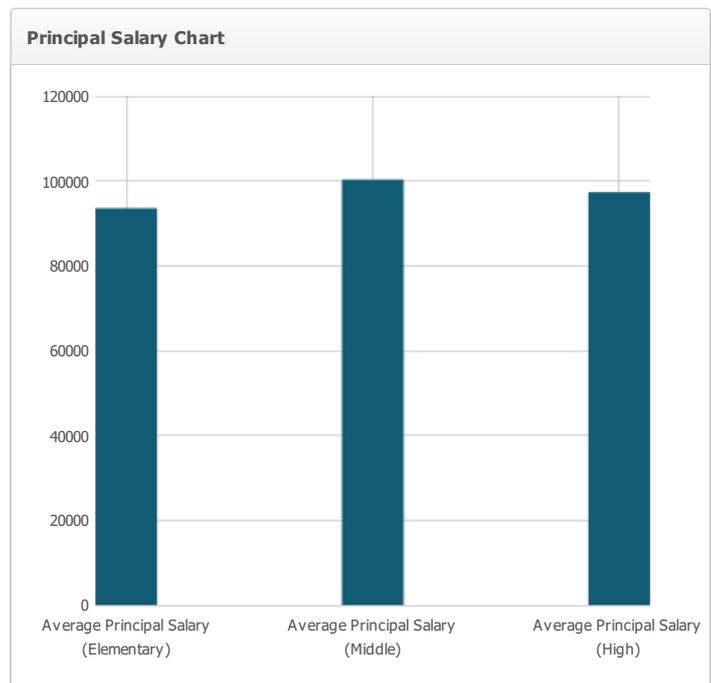
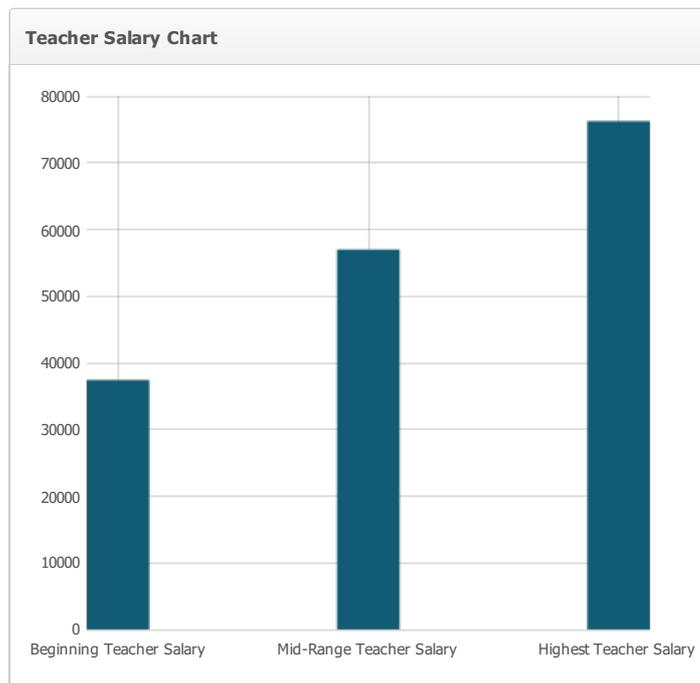
Students have access to all resources available to students in other schools.

Last updated: 1/11/2016

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,407	\$40,379
Mid-Range Teacher Salary	\$56,983	\$62,323
Highest Teacher Salary	\$76,236	\$81,127
Average Principal Salary (Elementary)	\$93,563	\$99,192
Average Principal Salary (Middle)	\$100,325	\$91,287
Average Principal Salary (High)	\$97,331	\$112,088
Superintendent Salary	\$169,125	\$159,821
Percent of Budget for Teacher Salaries	40.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/11/2016

## Professional Development – Most Recent Three Years

The professional development is largely centered around common core standards. Because the Community Day School is a self-contained classroom the instructor participates in all core content professional development. Additionally, the instructor has the opportunity to participate in behavioral professional development such as nurtured heart and PBIS.

Again, the Community Day School is a short term placement for students who have been expelled or placed by the School Attendance Review Board. As such, students cannot graduate from this program.

