

Dixon Community Day

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

Yvette Ramos, Principal, 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*

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|---|
| District Name | Dixon Unified |
| Phone Number | (707) 693-6300 |
| Superintendent | Brian Dolan |
| E-mail Address | bdolan@dixonusd.org |
| Web Site | http://www.dixonusd.org |

| School Contact Information (School Year 2016-17) | |
|--|---|
| School Name | Dixon Community Day |
| Street | 295 East C St. |
| City, State, Zip | Dixon, Ca, |
| Phone Number | 707-693-6340 |
| Principal | Yvette Ramos, Principal, Alternative Education |
| E-mail Address | yramos@dixonusd.org |
| Web Site | http://www.dixonusd.org |
| County-District-School (CDS) Code | 48705320102012 |

Last updated: 12/12/2016

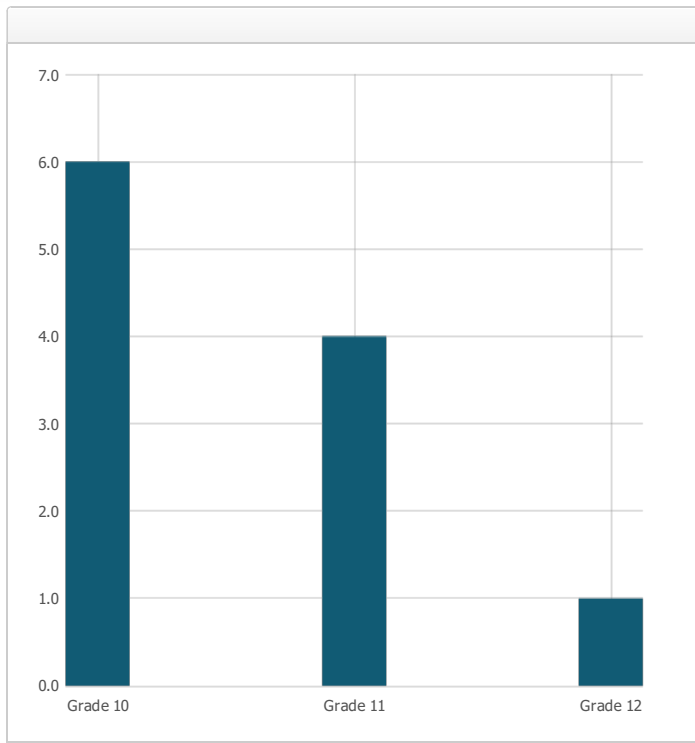
School Description and Mission Statement (School Year 2016-17)

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: 12/12/2016

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 6 |
| Grade 11 | 4 |
| Grade 12 | 1 |
| Total Enrollment | 11 |



Last updated: 12/12/2016

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 9.1 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 0.0 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 63.6 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 27.3 % |
| Two or More Races | 0.0 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 81.8 % |
| English Learners | 27.3 % |
| Students with Disabilities | 27.3 % |
| Foster Youth | 0.0 % |

Last updated: 12/12/2016

A. Conditions of Learning

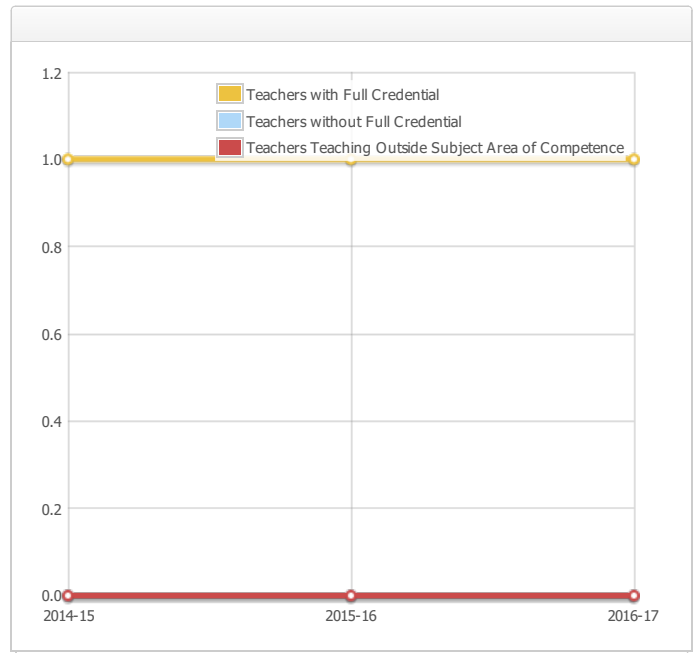
State Priority: Basic

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

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

Teacher Credentials

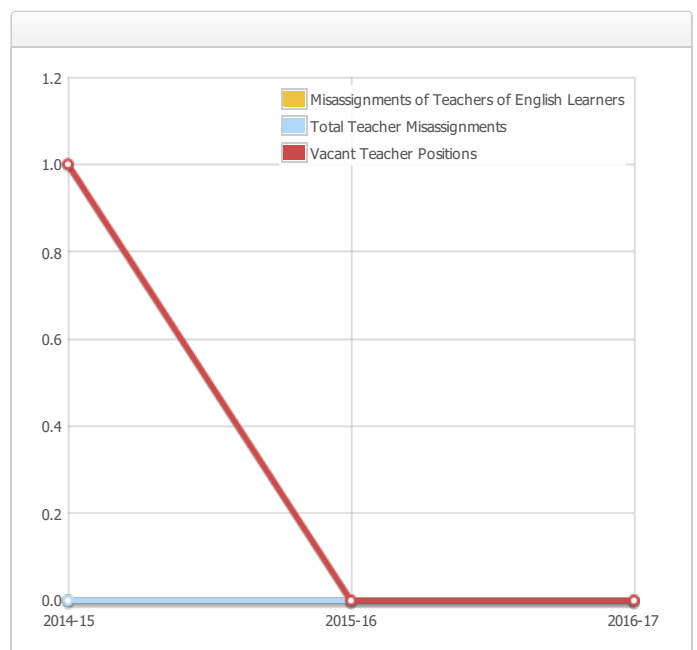
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 1 | 1 | 1 | 171 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/30/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 1 | 0 | 0 |



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

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

Last updated: 1/30/2017

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

Year and month in which data were collected:

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts | Prentice Hall Literature - Timeless Voices, Timeless Themes: Gold Level (9th grade & 10th grade) Prentice Hall Literature - Timeless Voices, Timeless Themes: Platinum Level (11th grade) Prentice Hall Literature - Timeless Voices, Timeless Themes: The American Experience (12th grade) Prentice Hall - Writing and Grammar (11th grade and 10th grade) | | 0.0 % |
| Mathematics | Carnegie - Integrated Math I Carnegie - Integrated Math II | | 0.0 % |
| Science | Prentice Hall - Biology Prentice Hall - Earth Science | | 0.0 % |
| History-Social Science | Prentice Hall - Magruder's American Government, California Edition Prentice Hall - Economics in Action | | 0.0 % |
| Foreign Language | N/A | | 0.0 % |
| Health | N/A | | 0.0 % |
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

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

Last updated: 1/24/2017

School Facility Good Repair Status

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

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

Overall Facility Rate

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

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/17/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | -- | -- | 33.0% | 41.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | -- | -- | 30.0% | 32.0% | 34.0% | 36.0% |

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

Last updated: 1/23/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 7.0% | -- | -- | 51.0% | 42.0% | 43.0% | 60.0% | 56.0% | 54.0% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 1/24/2017

Career Technical Education Programs (School Year 2015-16)

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 area of physical education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are always welcome and the Community Day School has an open door policy. The alternative education programs share a parent liaison and counselor who regularly engages parents in school activities.

State Priority: Pupil Engagement

Last updated: 12/12/2016

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

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

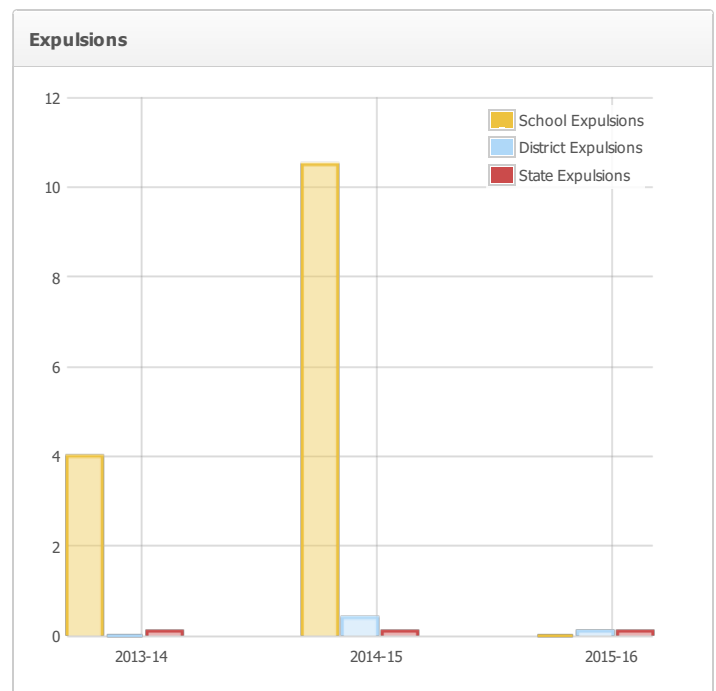
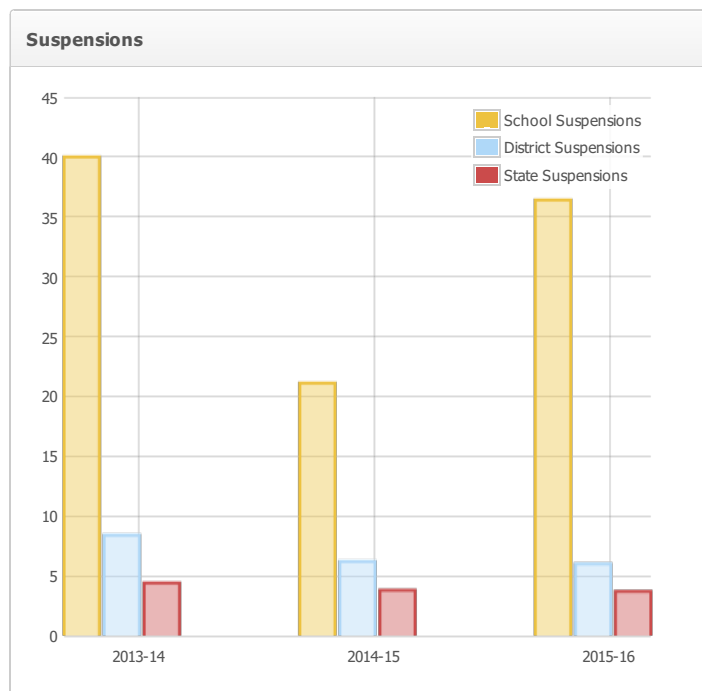
State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 40.0 | 21.1 | 36.4 | 8.4 | 6.2 | 6.0 | 4.4 | 3.8 | 3.7 |
| Expulsions | 4.0 | 10.5 | 0.0 | 0.0 | 0.4 | 0.1 | 0.1 | 0.1 | 0.1 |



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of the Dixon Community Day School. The School Site Safety plan was evaluated and revised in November 2016. The Community Day School staff are informed and looped in with the neighboring Maine Prairie High School. 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: 12/12/2016

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2008-2009 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 3 |
| Percent of Schools Currently in Program Improvement | N/A | 75.0% |

Note: Cells with NA values do not require data.

Last updated: 1/24/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 1.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.2 | N/A |
| Social Worker | 0.5 | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.2 | N/A |
| Resource Specialist (non-teaching) | 0.5 | N/A |
| Other | | N/A |

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

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

Last updated: 1/30/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$29751.0 | \$0.0 | \$29751.0 | \$65931.0 |
| District | N/A | N/A | \$6664.0 | \$65325.0 |
| Percent Difference – School Site and District | -- | -- | 346.4% | 0.9% |
| State | N/A | N/A | \$5677.0 | \$67348.0 |
| Percent Difference – School Site and State | -- | -- | 424.1% | -2.1% |

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

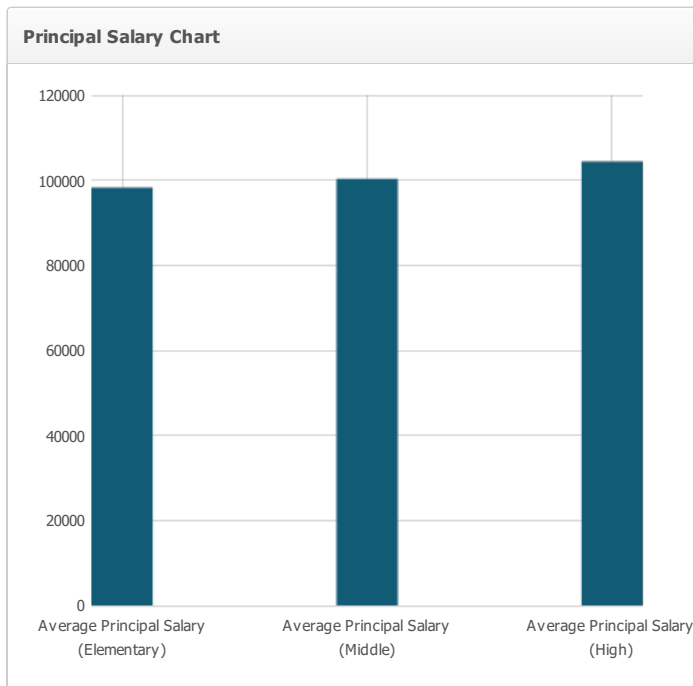
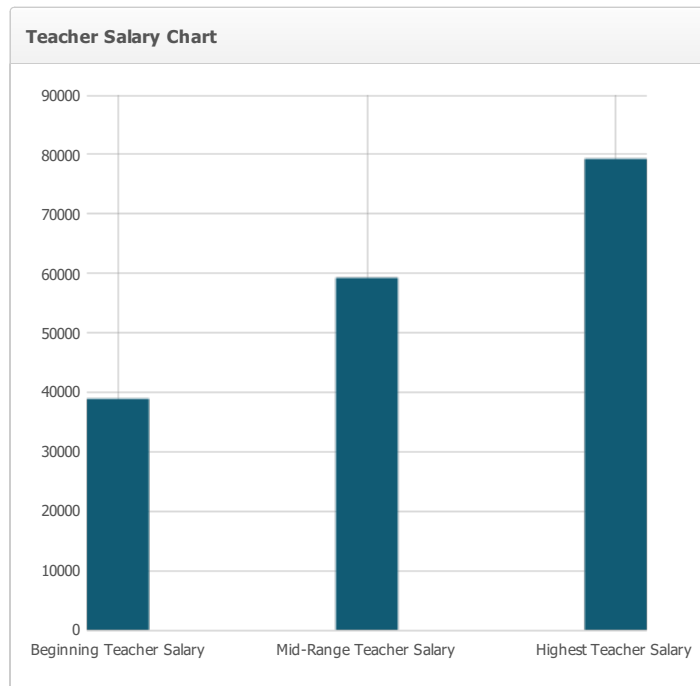
This self contained classroom has services provided as outlined in the LCAP plan.

Last updated: 12/12/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,903 | \$42,063 |
| Mid-Range Teacher Salary | \$59,262 | \$64,823 |
| Highest Teacher Salary | \$79,285 | \$84,821 |
| Average Principal Salary (Elementary) | \$98,259 | \$101,849 |
| Average Principal Salary (Middle) | \$100,325 | \$107,678 |
| Average Principal Salary (High) | \$104,397 | \$115,589 |
| Superintendent Salary | \$175,890 | \$169,152 |
| Percent of Budget for Teacher Salaries | 41.0% | 35.0% |
| Percent of Budget for Administrative Salaries | 6.0% | 6.0% |

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



Last updated: 1/24/2017

Professional Development

The professional development 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.

Last updated: 12/12/2016