

# Dixon Community Day

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 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, 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, Dixon Community Day

### About Our School

Welcome to the Community Day School. The CDS staff work tirelessly to accomplish the steps necessary to move students back to their home 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. Please feel free to contact us with any questions.

Best,

Yvette Ramos

### Contact

*Dixon Community Day  
295 East C St.  
Dixon, CA 95620*

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

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<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 (School Year 2017-18)	
<b>School Name</b>	Dixon Community Day
<b>Street</b>	295 East C St.
<b>City, State, Zip</b>	Dixon, Ca, 95620
<b>Phone Number</b>	707-693-6340
<b>Principal</b>	Yvette Ramos
<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: 1/30/2018*

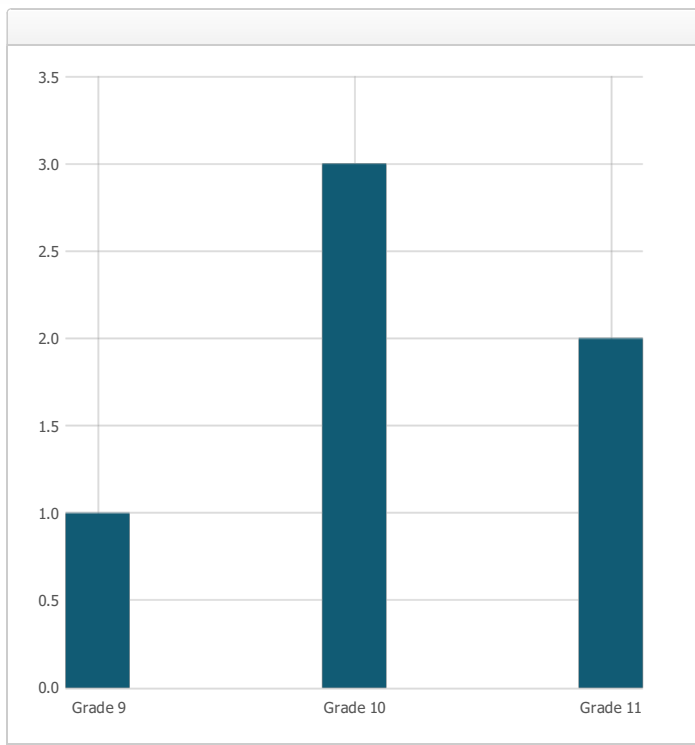
### School Description and Mission Statement (School Year 2017-18)

The community day school is a short term placement for students who have experienced a difficulty in their home school. The program keeps students current in their grade level work while giving them tools to be successful upon return to the comprehensive school site. Students are in a self contained classroom and have two adults working toward returning the students to their respective campuses.

*Last updated: 1/30/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	2
<b>Total Enrollment</b>	<b>6</b>



*Last updated: 1/30/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	16.7 %
Native Hawaiian or Pacific Islander	16.7 %
White	66.7 %
Two or More Races	0.0 %
Other	-0.1 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	50.0 %
English Learners	16.7 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

*Last updated: 1/30/2018*

## A. Conditions of Learning

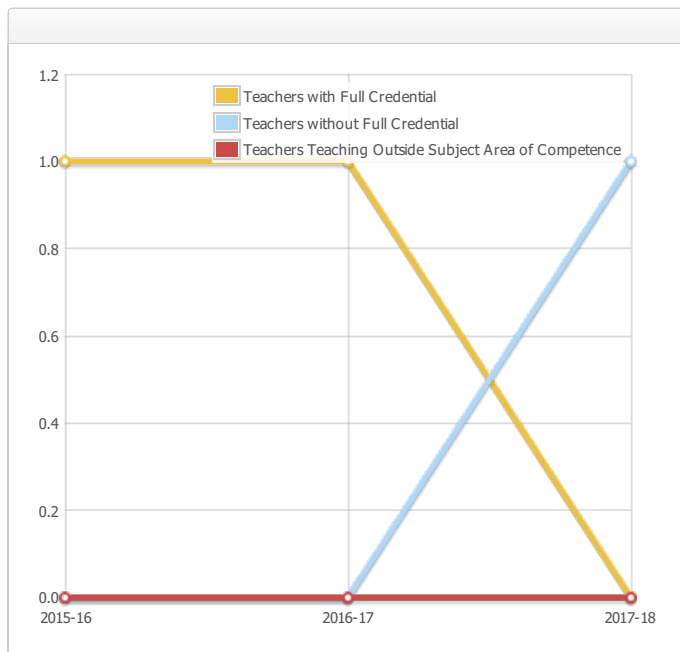
### State Priority: Basic

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

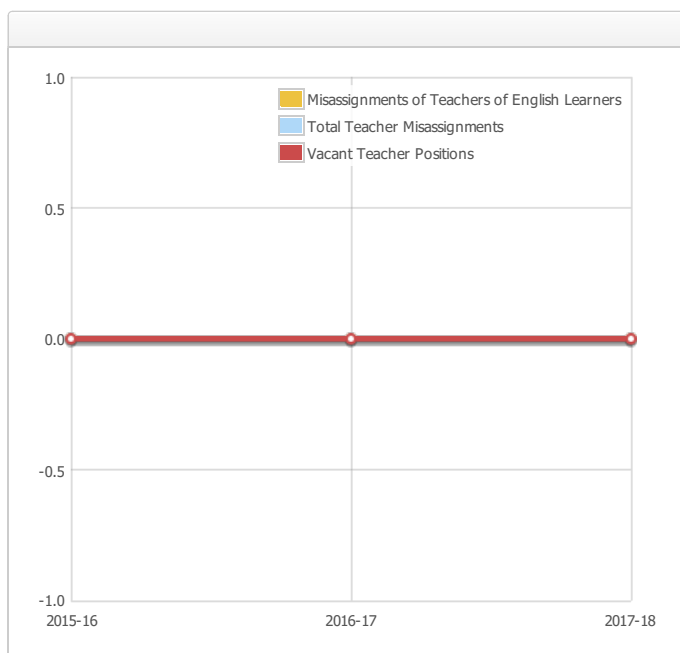
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	1	0	148
Without Full Credential	0	0	1	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5



Last updated: 1/30/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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: 1/30/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected:

<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 (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: 1/31/2018

## School Facility Conditions and Planned Improvements

The Community Day 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: 1/30/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects.
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	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Fair
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*Last updated: 1/30/2018*

## 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. 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); 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)			41%	40%	48%	48%
Mathematics (grades 3-8 and 11)						

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: 1/30/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)			42.0%	43.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/30/2018*

**Career Technical Education Programs (School Year 2016-17)**

Students attending the Community Day School focus on core academic studies
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*Last updated: 1/30/2018*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%



# 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

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	--	--	--

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: 1/30/2018

## 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 2017-18)

Parents are always welcome and the community day school has an open door policy. The program shares the counselor and parent liaison who regularly engages parents in school activities.

### State Priority: Pupil Engagement

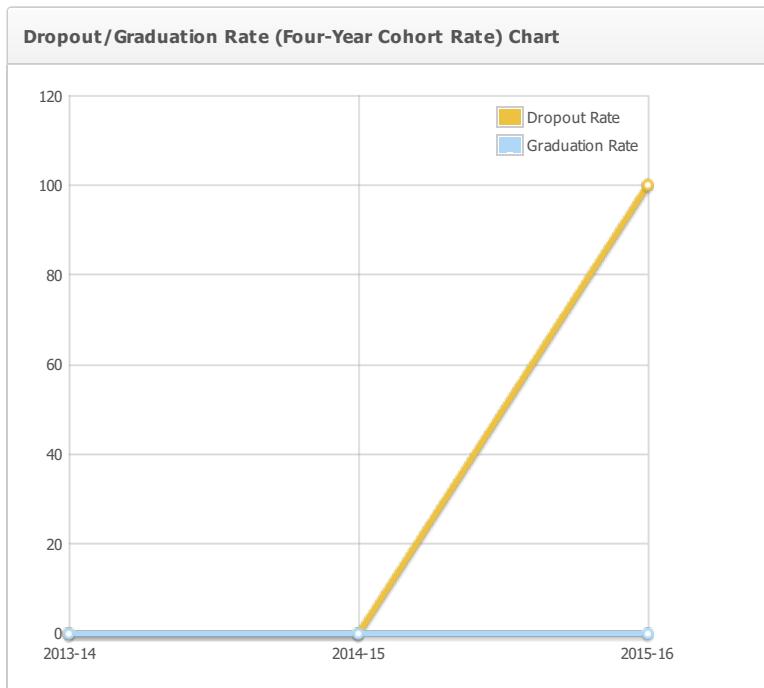
*Last updated: 1/30/2018*

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	100.0%	0.0%	0.0%	14.4%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	77.8%	82.7%	81.3%	81.0%	82.3%	83.8%



*Last updated: 1/30/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	86.9%	87.1%
Black or African American	--	72.7%	79.2%
American Indian or Alaska Native	--	0.0%	80.2%
Asian	--	100.0%	94.4%
Filipino	--	100.0%	93.8%
Hispanic or Latino	--	81.3%	84.6%
Native Hawaiian or Pacific Islander	--	100.0%	86.6%
White	--	93.4%	91.0%
Two or More Races	--	0.0%	90.6%
Socioeconomically Disadvantaged	--	82.8%	85.5%
English Learners	--	60.0%	55.4%
Students with Disabilities	--	85.7%	63.9%
Foster Youth	--	--	--

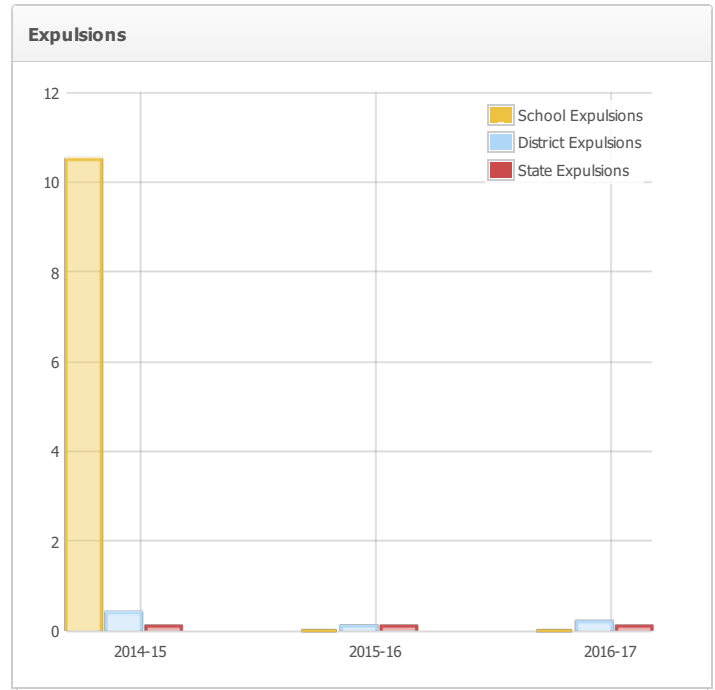
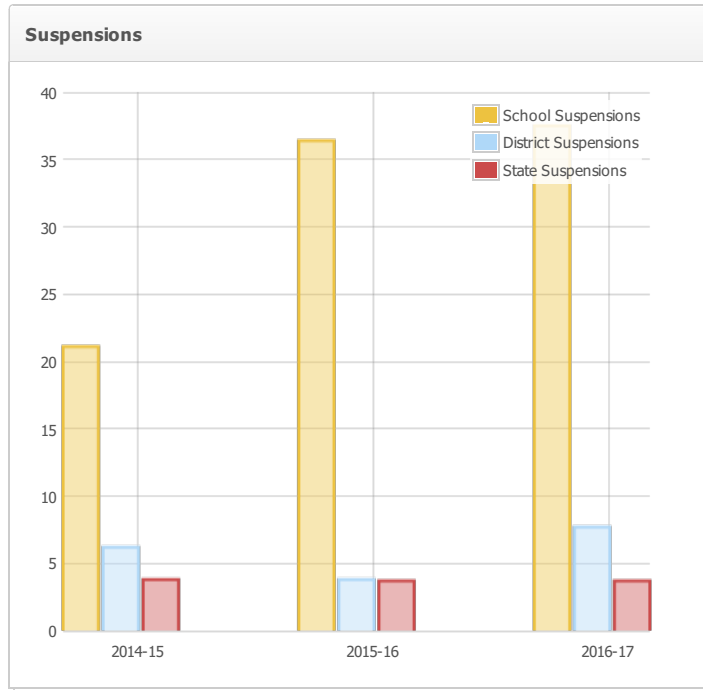
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	21.1%	36.4%	37.5%	6.2%	3.8%	7.7%	3.8%	3.7%	3.7%
Expulsions	10.5%	0.0%	0.0%	0.4%	0.1%	0.2%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

## School Safety Plan (School Year 2017-18)

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.

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: 1/30/2018

## 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 2017-18)

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%

*Last updated: 1/31/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classrooms 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.

Last updated: 1/30/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	10.0
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	0.4	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: 1/31/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24645.0	\$0.0	\$24645.0	\$66556.0
District	N/A	N/A	\$7702.0	\$68111.0
Percent Difference – School Site and District	N/A	N/A	104.8%	-2.3%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	115.8%	-4.5%

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

Last updated: 1/30/2018

## Types of Services Funded (Fiscal Year 2016-17)

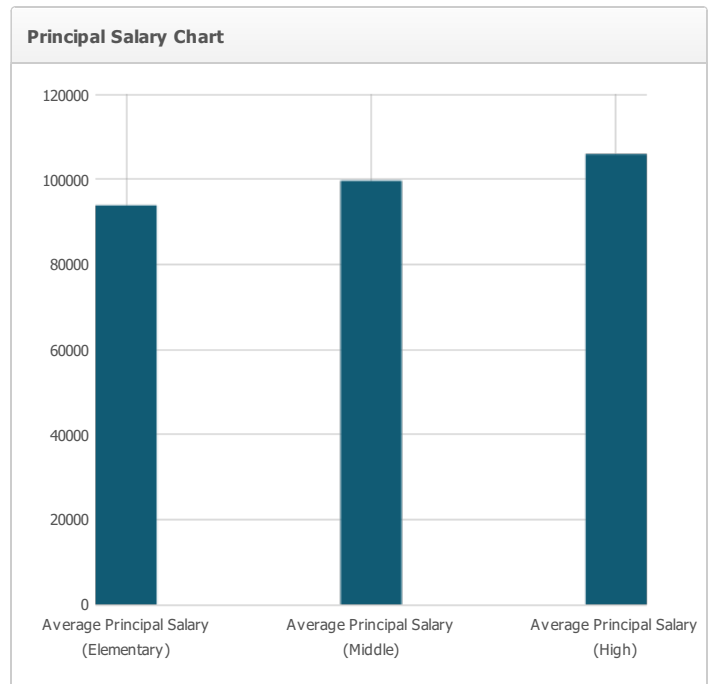
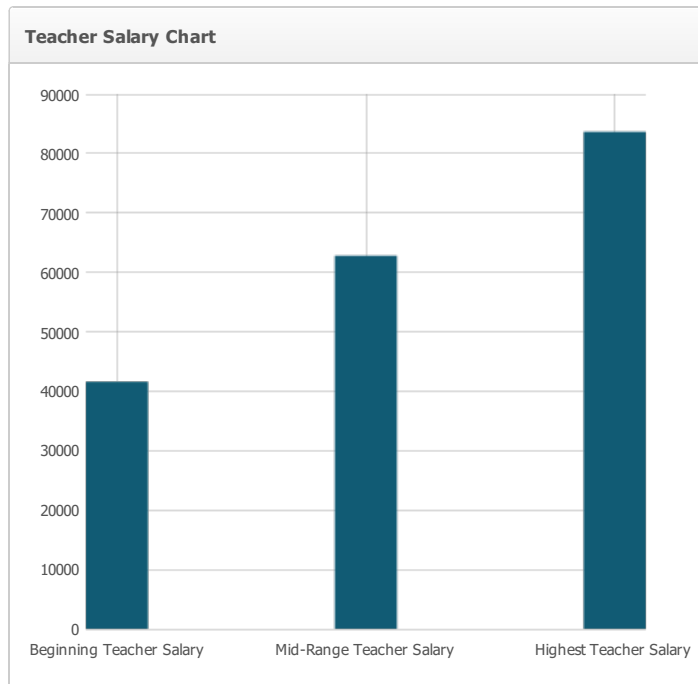
The CDS shares the counselor and mental health clinician with the continuation school. The staff works with students to ensure they have the appropriate resources to meet their needs.

*Last updated: 1/22/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,611	\$44,144
Mid-Range Teacher Salary	\$62,810	\$69,119
Highest Teacher Salary	\$83,662	\$86,005
Average Principal Salary (Elementary)	\$93,838	\$106,785
Average Principal Salary (Middle)	\$99,645	\$111,569
Average Principal Salary (High)	\$105,916	\$121,395
Superintendent Salary	\$181,167	\$178,104
Percent of Budget for Teacher Salaries	39.0%	34.0%
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: 1/30/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/30/2018*

**Professional Development**

The focus of the professional development for this program is centered upon student achievement and behavior management. The students are involuntarily placed in the community day school and need supports to remediate behaviors which are not appropriate in the classroom. Both Nurtured Heart and PBIS training has been offer to the day school staff.

*Last updated: 1/22/2018*