

Dixon Montessori Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://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).

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.



Mr. Benjamin Ernest, Director

Principal, Dixon Montessori Charter

About Our School

Contact

*Dixon Montessori Charter
355 North Almond St.
Dixon, CA 95620-2702*

*Phone: 707-678-8953
E-mail: bemest@dixonmontessori.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
School Name	Dixon Montessori Charter
Street	355 North Almond St.
City, State, Zip	Dixon, Ca, 95620-2702
Phone Number	707-678-8953
Principal	Mr. Benjamin Ernest, Director
E-mail Address	bernest@dixonmontessori.org
Web Site	www.dixonmontessori.org
County-District-School (CDS) Code	48705320122267

Last updated: 1/23/2019

School Description and Mission Statement (School Year 2018—19)

Welcome and thank you for visiting the Dixon Montessori Charter School SARC. We rechartered in May of 2014 under the Dixon Unified School District. For reporting purposes, you will find the SARC report for 2014-2015, 2015-2016, and 2016-2017 school years recorded under the CDS code 48705320122267. Year's previous to 2014-2015 can be found under the CDS code 48766610122267. Our school is a K-8 community dedicated exclusively to students and learning. DMCS emphasizes academic excellence and discovery within an environment that nurtures each student to achieve their individual greatest potential by blending Montessori education with California Common Core State Standards. DMCS supports its mission through low teacher-to-student ratios, family participation, multi-aged classrooms, a diverse curriculum, and differentiated learning for each student. DMCS is a tuition-free public school committed to developing socially responsible life-long learners. Dixon Montessori Charter School is part of an innovative, child-centered teaching movement that has grown for more than one hundred years worldwide. Montessori schools are based upon the educational methodology of Maria Montessori, an Italian physician, who is remembered as one of the most practical, visionary and progressive minds in the history of modern education. In the tradition of Maria Montessori our school offers a pleasant and nurturing environment in which children learn at their own pace pursuing those things that interest them most. In middle school, grades 6th-8th, students progress with the overall philosophy of Maria Montessori in a project based learning environment developing their self-motivation and independence. Dixon Montessori provides purposefully designed experiences that lead to our Expected Student Learning Results or M.E.R.I. T.:

Motivated Learners

Effective Communicators

Respective Citizens

Innovative Thinkers

Technologically Skilled

Please feel free to visit our webpage for more information regarding the school and our community

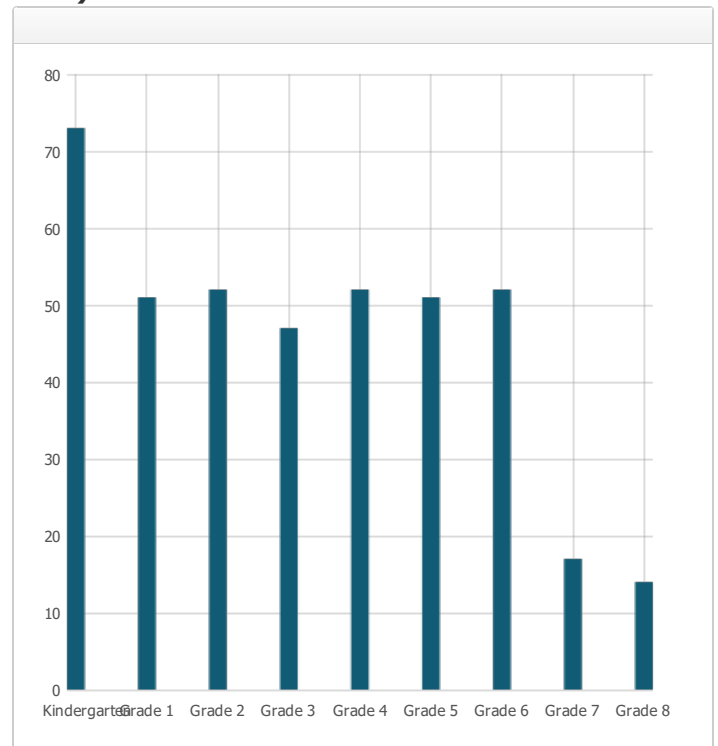
www.dixonmontessori.org

Sincerely,

Last updated: 1/23/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	73
Grade 1	51
Grade 2	52
Grade 3	47
Grade 4	52
Grade 5	51
Grade 6	52
Grade 7	17
Grade 8	14
Total Enrollment	409



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.2 %
Asian	0.5 %
Filipino	0.7 %
Hispanic or Latino	42.3 %
Native Hawaiian or Pacific Islander	0.2 %
White	47.2 %
Two or More Races	7.6 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.8 %
English Learners	12.2 %
Students with Disabilities	14.7 %
Foster Youth	0.2 %

A. Conditions of Learning

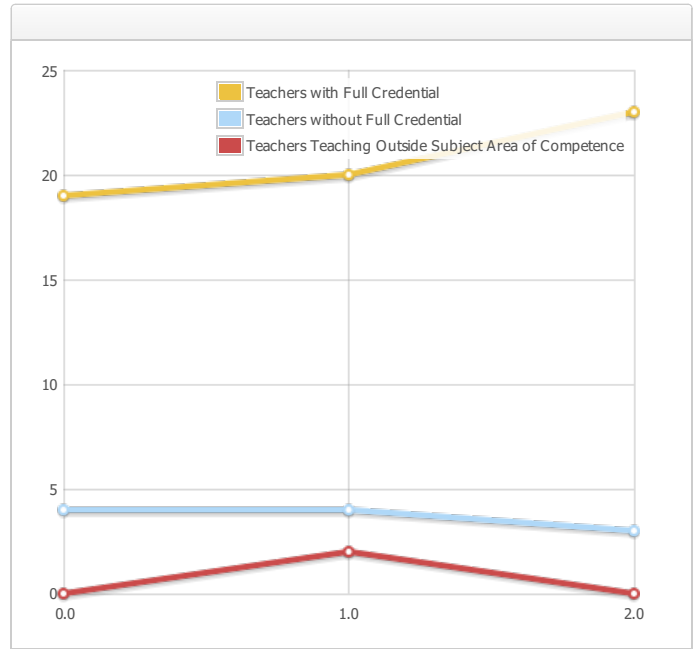
State Priority: Basic

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

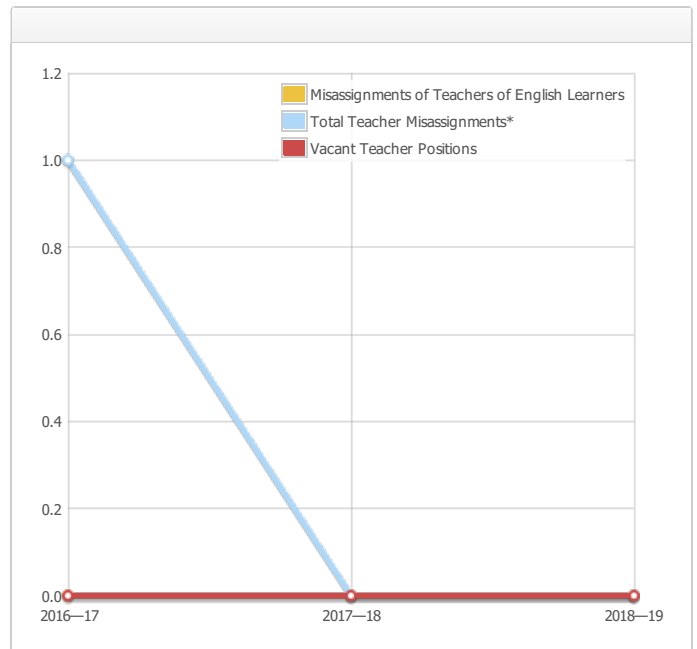
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	19	20	23	23
Without Full Credential	4	4	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	0	0



Last updated: 1/29/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	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: 1/29/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe CA Treasures (2nd-6th), adopted/updated 2014 Glencoe Literature (7th-8th), adopted 2012 Curriculum Associates Ready Common Core Reading (K-8th), adopted 2013 Daily Language Review (K/1 and 6th-8th), adopted/updated 2015 Go Phonics (K-1st), adopted 2013 Curriculum Associates CARS and STARS, adopted 2015 Thinking Maps, adopted 2016 Words Their Way, adopted 2017 Zoo Phonics, adopted 2018	Yes	0.0 %
Mathematics	Montessori Math Materials (K-1st) (2010) Pearson Envision Math (2nd-6th), adopted CC aligned adopted 2015 GoMath (6th-8th), adopted 2016 Curriculum Associates - Ready Common CC Math (K-8th), adopted 2014 CPM (College Prep Math) - 7th-8th Grade- Adopted 2017 Open Up Resources (Grade 6), adopted 2018	Yes	0.0 %
Science	FOSS Science Next Generation (K-8th), adopted 2016 EEI - California Education and Environment Initiative (Kinder-6th), adopted 2018 Mystery Science (K-5), adopted 2018 Prentice Hall - Earth, Life, Physical Science (6th-8th), adopted 2012	Yes	0.0 %
History-Social Science	TCI (K-8th), adopted 2010	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Advocates for Youth: "Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum," a free sex ed curriculum which fully meets the National Sexuality Education Standards	Yes	0.0 %
Visual and Performing Arts	Quaver Music (TK-8th), adopted 2016 Smart Music (5-8th), adopted 2016 Standard of Excellence - Band (5th-8th), adopted 2013	Yes	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: 1/29/2019

School Facility Conditions and Planned Improvements

Overall the facility is in fair condition. We currently rent the facility from the school district. We have been working with safety consultants to identify areas in need of improvement. In November of 2016 Measure Q was passed by Dixon voters. Measure Q is a bond issue measure to improve the facilities with DUSD, including the campus that DMCS currently occupies. We are currently awaiting an overhaul of the fire alarm and PA system. We have implemented an all call/text system for staff and parents to help notify the community in cases of emergency.

The Facility Inspection Tool ("FIT") provided by DUSD in January 2018 describes the facility as, "Fair." 83.60% of FIT category totals are described as being in good repair.

Last updated: 1/29/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	In the 2017-2018 school year the campus lights were replaced and are in working order. All HVAC thermostats were replaced in 2017-2018 as well.
Interior: Interior Surfaces	Fair	Facility interior surfaces painted as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Working, repaired as needed
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	Water leaks from rain in multiple rooms, repaired as needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	All playground equipment replaced in 2017-2018. Facility is in need of exterior painting.

Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Fair
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Last updated: 1/29/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	50.0%	40.0%	42.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	39.0%	31.0%	34.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/17/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	226	220	97.35%	50.45%
Male	123	118	95.93%	49.15%
Female	103	102	99.03%	51.96%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	96	93	96.88%	40.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	105	102	97.14%	56.86%
Two or More Races	20	20	100.00%	60.00%
Socioeconomically Disadvantaged	78	73	93.59%	35.62%
English Learners	37	37	100.00%	48.65%
Students with Disabilities	38	35	92.11%	11.43%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/17/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	226	220	97.35%	39.09%
Male	123	118	95.93%	41.53%
Female	103	102	99.03%	36.27%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	96	93	96.88%	27.96%
Native Hawaiian or Pacific Islander	--	--	--	
White	105	102	97.14%	48.04%
Two or More Races	20	20	100.00%	45.00%
Socioeconomically Disadvantaged	78	73	93.59%	32.88%
English Learners	37	37	100.00%	32.43%
Students with Disabilities	38	35	92.11%	11.43%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/17/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/29/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2017—18)

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
5	22.4%	40.8%	30.6%
7	17.6%	11.8%	29.4%

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: 1/17/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

PTO

Dixon Montessori Charter School has an active and dynamic Parent Teacher Organization (PTO). The PTO exists for the betterment of Dixon Montessori Charter School students and meets monthly. All parents and staff of DMCS are welcome and encouraged to participate in the PTO. The PTO believes that by working together, parents and school staff can greatly enhance the school program and learning opportunities for all students. This will be accomplished when parents, teachers and school administration are actively involved with planning and providing for student projects, programs and activities that contribute to a well rounded education and the welfare of all students.

Historically the PTO has sponsored guest presenters, purchased equipment for the classrooms, held a Fall Festival, organized an annual dinner/auction and provided resources for special art, music and science opportunities.

The PTO fundraises to help with teacher requests and other financial needs that arise within the school. Each year the PTO organizes a few fundraisers including a Scholastic book fair, Christmas wreath sale and an annual dinner and auction held in the springtime. This event includes auctions, both live and silent, dancing and a catered dinner.

The PTO can be reached via email at pto@dixonmontessori.org

- Charter School Advisory Committee -

2018-2019

The Charter School Advisory Committee (CSAC) was created to formalize and encourage stakeholders to provide input, support, and review of processes and procedures to improve the learning environment and student achievement. The CSAC Organization is facilitated by the school director with each management team member chairing or facilitating a subcommittee. Eligible membership includes teachers, parents, guardians and interested community members.

This year we will be holding three meetings from 5:30-6:30 PM on the following dates:

September 26th;

December 5th;

April 24th

ELAC

English Language Advisory Committee meets monthly from 6:30-7:30.

Upcoming meeting dates for 2019:

January 16th

February 13th

March 13th

April 10th

May 15th

Volunteering

Parents are strongly encouraged to volunteer in the classroom and to assist the school with many school activities. These activities include; field trips, the DMCS Fall Festival, site beautification, fund raising, and many more.

All opportunities for parent participation can be found on the school website, school calendar, and weekly school newsletter. For additional information, please contact the school Director, Benjamin Ernest at (707) 678-8953.

State Priority: Pupil Engagement

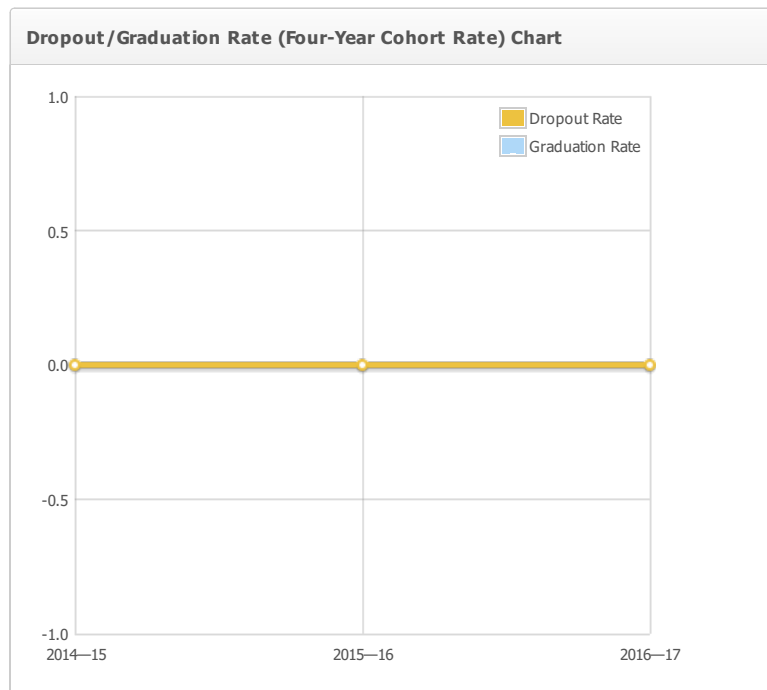
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	11.7%	14.4%	10.7%	9.7%
Graduation Rate	--	--	82.7%	81.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	12.3%	9.1%
Graduation Rate	--	83.3%	82.7%



For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/17/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
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	--	--	--
Foster Youth	--	--	--

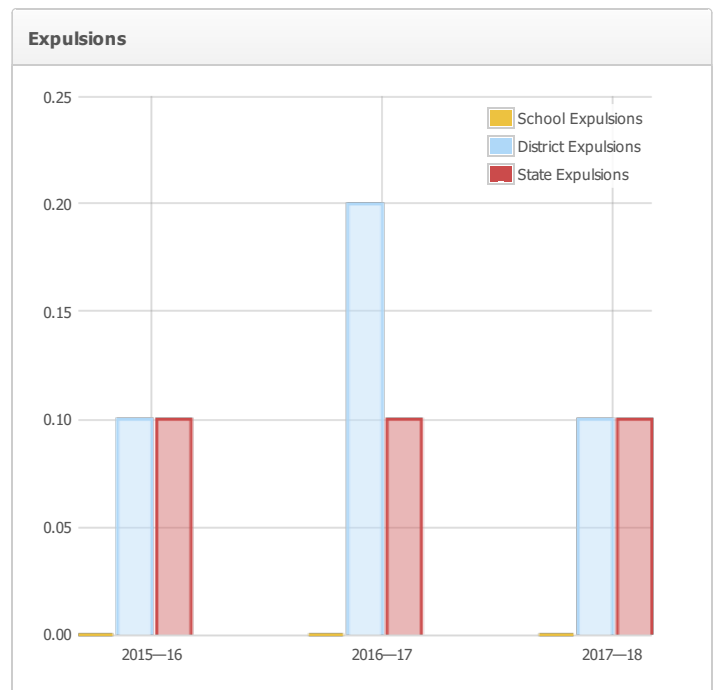
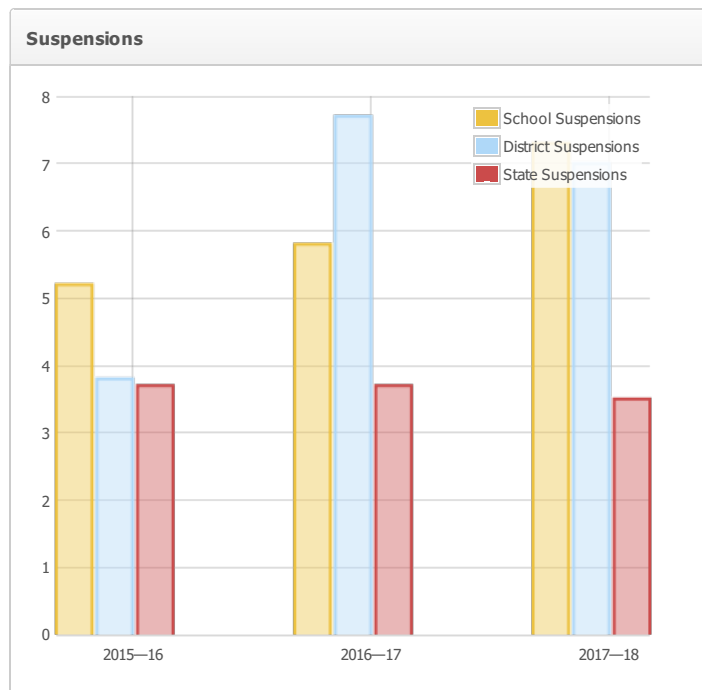
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	5.2%	5.8%	7.3%	3.8%	7.7%	7.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

The safety of students and staff is a primary concern of Dixon Montessori Charter School. The school Site Safety Plan is evaluated and revised annually. Key elements of the Safety Plan are the school's physical, emotional, and cultural environment along with the Administrative Team and school counselor. DMCS maintains a disaster 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 and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster drills, and lockdown/school intruder drills, and shelter in place drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by teachers and duty supervisors. All visitors to the school must sign in first at the school office and receive a visitor badge.

DMCS is currently in the process of reviewing and approving an emergency preparedness plan.

DMCS has implemented Positive Behavioral Supports and Intervention (PBIS), which is a program based on providing students with positive supports and interventions systemwide. Collectively DMCS is working at addressing bullying, providing means for students to approach any issue with supportive staff and in a caring environment.

Last updated: 1/29/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.0	4		
1	11.0	4		
2	13.0	4		
3	13.0	4		
4	12.0	4		
5	14.0	4		
6	45.0			5
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	9.0	5	1	
1	18.0	2	1	
2	11.0	4		
3	13.0	4		
4	52.0			1
5	51.0			1
6	46.0			5
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.0	5	0	
1	13.0	4	0	
2		4	0	
3	25.0	4	4	
4	26.0	0	2	
5	26.0	0	2	
6	26.0	0	2	
Other**		0		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/23/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	60.0			1
Mathematics	59.0			1
Science	31.0		1	1
Social Science	59.0			1

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	53.0			1
Mathematics	53.0			1
Science	27.0		2	
Social Science	53.0			1

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	16.0	2		
Mathematics	16.0	2		
Science	16.0	2		
Social Science	16.0	2		

* 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: 1/29/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	409.0
Counselor (Social/Behavioral or Career Development)	0.5	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	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	6.3	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: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$1378.1	\$7426.2	--
District	N/A	N/A	\$8605.0	\$67304.0
Percent Difference – School Site and District	N/A	N/A	-14.7%	-30.5%
State	N/A	N/A	\$7125.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	4.1%	36.3%

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

Last updated: 1/17/2019

Types of Services Funded (Fiscal Year 2017—18)

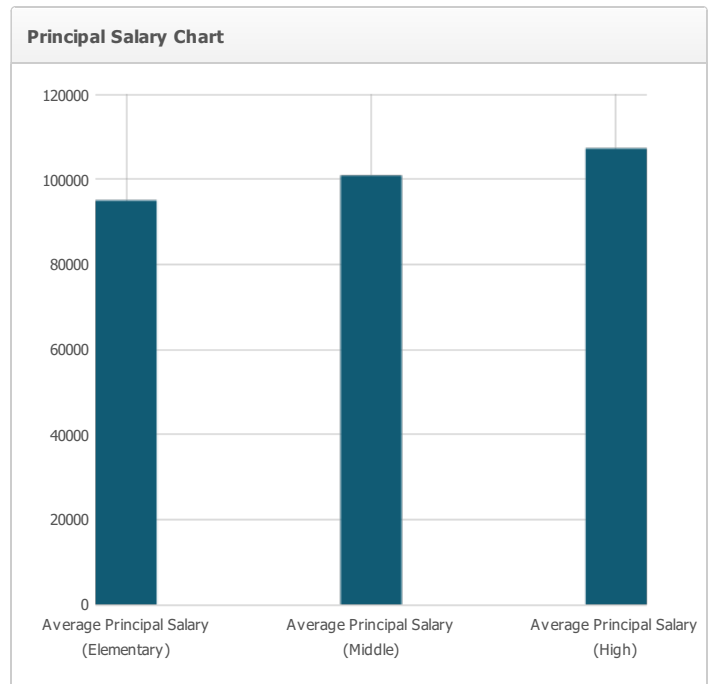
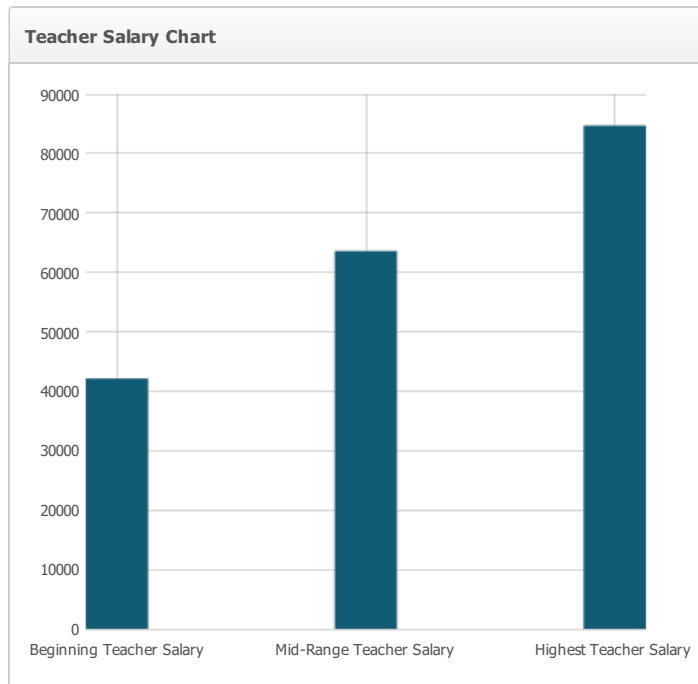
- Some of the available services that support and assist student success are as follows:
- * Teacher Aid/Paraprofessional assistance in each grade level (100% aid in K-1, 50% in 2-6)
 - * Reading Support
 - * EL Specialist
 - * RTI Specialist
 - * 100% FTE School Counselor
 - * Study Skills Support Groups
 - * On Site Speech and Language Pathologist
 - * OT oversight of sensory needs
 - * Sensory Breaks as needed
 - * Psychologist, Nurse and Social Worker available as needed

Last updated: 1/29/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,131	\$45,681
Mid-Range Teacher Salary	\$63,595	\$70,601
Highest Teacher Salary	\$84,708	\$89,337
Average Principal Salary (Elementary)	\$95,011	\$110,053
Average Principal Salary (Middle)	\$100,890	\$115,224
Average Principal Salary (High)	\$107,240	\$124,876
Superintendent Salary	\$183,432	\$182,466
Percent of Budget for Teacher Salaries	37.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/17/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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: 1/17/2019

Professional Development

The following is a list of the major training/staff development taking place for DMCS teachers and staff. The delivery takes place during pre-planning, on our Wednesday collaboration days (CPT) and in conference attendances or online webinars.

****Professional Development 2016-2017****

2016-2017

August 2nd- Introduction to technology at DMCS

August 5th - Thinking Maps Training - Presenter: Adrienne Battistone, Thinking maps

August 8th - RtI and SPED training for Staff - presenters: SPED Staff

August 9th -

- Safety and Supervision Training - Ms. Joanne

- Mandated Reporter Training - Ms. Joanne

- UDL, Accommodations and the Gen Ed Classroom - Presenters: El Dorado County SELPA

August 10th - Mandated Reporter Training Review - Ms. Joanne

August 17th - Curriculum Associates iReady Training - Presenter: iReady Staff

September 14th - Curriculum Associates iReady Training #2 - Presenter: iReady Staff

September 21st - Thinking Maps Training #2 - Presenter: Adrienne Battistone, Thinking Maps

October 19th - Curriculum Associates iReady Training #3, for new staff members - Presenter: iReady Staff

October 27th - CPI Training- Crisis Intervention Training - Off-site training for 4 staff members.

November 30th - Thinking Maps Training #3 - Presenter: Adrienne Battistone, Thinking Maps

January 23-26th - Reducing Disruptive Behaviors to Increase Learning: Strategies that Work - Off-Site Training for 2 staff members

January 26-27th - Off-Site CAASPP Traing for two staff members.

January through April - Bi-Weekly CAASPP Training

****Professional Development 2017-2018****

Bi-Weekly Common Planning Time - Collaboration

August 1st - PowerSchool Virtual Training

August 2nd - Team Buling Activity PBIS

August 3rd - PowerSchool Virtual Training

August 4th - Words Their Way Training

August 5th - Effective Questioning Workshop

August 7th - iReady Training

August 8th - Playworks Training

September 6th - iReady Training - All teachers

October- Youth Suicude Online training for all Staff

October 11th - Offsite CAASPP Trainig for 1 staff member

November 29th - Offsite CPI Trainig for 4 staff members

April 11th - Responding to Student Health Concerns- Asthma, Diabetes and Seizures

April 19th-26th - GLAD Training for 2 staff memebers off-site

****Professional Development 2018-2019****

Bi-Weekly Common Planning Time - Collaboration

August 7th - Montessori and Project Based Learning Training

August 7th - Payworks Group Management Training

August 8th - PBIS- Boys Town and Kickboard Training

August 8th - Bullying informed practices training

August 22nd - GLAD Training - Training for teachers by two GLAD trained DMCS teachers

September 5th - Multi-Tiered System of Supports (MTSS) presentation/PD with the Data Team

September 7th - Grant Writing Workshop

September 19th - EEI Science Curriculum Traing for all Teachers and Paraprofessionals

Septeber 19th - It Can Be Done, Building Community in Chaos Activity

October 17th - GLAD Training - Training for teachers by two GLAD trained DMCS teachers

October 20th - UC Davis Writing Project - Off site training for 6 DMCS Teachers

December 5th - SELPA Traing for all teachers - On site training from El Dorado County SELPA

December 5th - Paraprofessional Training

January 14th - FOSS Science Next Generation Training - On site training by Delta Education/FOSS staff

January 13th - iReady Training - On site traing for teachers by iReady staff

February 22nd - SELPA Training for all Paraprofesionals - On site training from El Dorado County SELPA

February 27th - CPI (Crisis Prevention Institute) off-site training for 3 SPED staff members

March 27th - Montessori training for paraprofessionals led by Montessori Certified teachers and administrator

May 1st - Montessori training for paraprofessionals led by Montessori Certified teachers and administrator

Charter Safe/Safe Schools Training for all Staff - Drug Free Workplace, Concussion Awarness, Sexual Harassment, Child Abuse, Bloodborne Pathogen Exposure, Hazard Communication

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