

Dixon Montessori Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Dixon Montessori Charter School
Street	355 North Almond St.
City, State, Zip	Dixon, CA 95620
Phone Number	707.678.8953
Principal	Benjamin Ernest
Email Address	bernest@dixonmontessori.org
School Website	http://www.dixonmontessori.org
County-District-School (CDS) Code	48705320122267

2022-23 District Contact Information

District Name	Dixon Montessori Charter School
Phone Number	7076788953
Superintendent	Benjamin Ernest
Email Address	bernest@dixonmontessori.org
District Website Address	http://www.dixonmontessori.org/

2022-23 School Overview

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.

Mission
Dixon Montessori Charter School students will achieve their individual greatest potential in a nurturing environment that inspires discovery, academic excellence, and positive social contribution

Vision
Confident in their individual strengths and skills and with a passion for exploration, Dixon Montessori Charter School students enthusiastically strive to be their best and positively impact the world around them.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	52
Grade 2	56
Grade 3	50
Grade 4	52
Grade 5	51
Grade 6	43
Grade 7	34
Grade 8	34
Total Enrollment	438

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.2
Asian	0.5
Black or African American	0.5
Filipino	1.6
Hispanic or Latino	37.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.5
White	41.3
English Learners	4.8
Foster Youth	0.0
Homeless	1.8
Migrant	1.8
Socioeconomically Disadvantaged	32.0
Students with Disabilities	12.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.90	72.90	149.10	87.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	1.05	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	18.80	7.00	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.20	3.64	12115.80	4.41
Unknown	1.50	8.25	6.90	4.07	18854.30	6.86
Total Teaching Positions	19.10	100.00	171.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	24.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Collaborative Classroom, Making Meaning (K-2nd), adopted 8/2020 Collaborative Classroom, Making Meaning and Being a Writer (3rd-6th) adopted 8/2020 Glencoe Literature (7th-8th), adopted 2012 Montessori ELA Materials (TK-3rd) adopted 2005 Go Phonics (K-1st), adopted 2013 Zoo Phonics (K-1st), adopted 2020	Yes	0.0 %
Mathematics	Montessori Math Materials (K-1st) adopted 2005 Eureka Math K-4- adopted 2020 Illustrative Mathematics 5-7 - adopted 2020 College Preparatory Mathematics 8th, adopted 2016 Zearn K-5, adopted 2020	Yes	0.0 %
Science	Mystery Science (K-1st), adopted 2020 Amplify Science (2nd-8th), adopted 2021	Yes	0.0 %
History-Social Science	TCI (K-8th), adopted 2010	Yes	0.0 %
Foreign Language	Descubre, adopted 2021	Yes	0.0 %
Health	Teacher Created and standards aligned	Yes	0.0 %
Visual and Performing Arts	Quaver Music (K-5th), adopted 2016 Smart Music (K-5th), adopted 2016 Standard of Excellence - Band (6th-8th), adopted 2013	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	Equipment included with or adding to Amplify curriculum	Yes	0

School Facility Conditions and Planned Improvements

An on demand maintenance program is administered by the Dixon Unified School District to ensure that all classrooms and facilities are maintained and serviced as necessary. The data has been reported and determined that the site is in fair condition as documented in the completed Facility Inspection Tool (FIT), The FIT includes the school site inspection date, the Facility Inspection completion date, and the date of any remedial action taken, if needed. The FIT is available upon request in the office.

Year and month of the most recent FIT report

June 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Several ceiling tiles are stained or broken, flooring is worn, counters are worn, some light bulbs are out, some baseboards are loose or missing, some rooms have storage that is too high. All reported concerns have been replaced or work orders have been created to have them corrected.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Multiple light bulbs are out, some light switches/outlets are loose or damaged, hardwired clocks are not working.

School Facility Conditions and Planned Improvements

				All reported concerns have been replaced, or a work order has been created to have them corrected.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Eaves have water damage throughout, dry rot on some siding and eaves, paint is worn or damaged throughout. All reported concerns have been replaced, or a work order has been created to have them corrected.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	35	N/A	47
Mathematics (grades 3-8 and 11)	N/A	47	N/A	26	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	257	252	98.05	1.95	54.37
Female	133	130	97.74	2.26	54.62
Male	124	122	98.39	1.61	54.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	109	107	98.17	1.83	47.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	59.26
White	112	110	98.21	1.79	60.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	1.33	36.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	34	94.44	5.56	8.82

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	257	252	98.05	1.95	47.22
Female	133	130	97.74	2.26	43.08
Male	124	122	98.39	1.61	51.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	109	107	98.17	1.83	39.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	59.26
White	112	110	98.21	1.79	51.82
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	1.33	22.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	34	94.44	5.56	8.82

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	55.56	NT	17.58	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	81	97.59	2.41	55.56
Female	45	43	95.56	4.44	51.16
Male	38	38	100	0	60.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	48.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100	0	62.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100	0	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	93	93	93	93
Grade 7	93	93	93	93	93
Grade 9	--	--	--	--	--

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent Teacher Organization (PTO)

- We believe strongly that parents and guardians play an integral role in maintaining the culture and climate of our school community which fosters the success of all students. Dixon Montessori Charter School has an active and dynamic 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 meets in-person from 6:00-7:30pm on the second Wednesday each month at DMCS.
- The PTO can be reached via email at pto@dixonmontessori.org

Charter School Advisory Committee (CSAC)

- 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 CSAC meetings from 5:30-6:30 PM on the following dates:

- September 27th

2022-23 Opportunities for Parental Involvement

- December 6th
- April 18th

Parent/Guardian Surveys

- DMCS sends out at least three parent/guardian surveys each year (one per trimester). Parents provide information about the basic conditions of learning, state standards, parental involvement, pupil achievement, pupil engagement, school climate, course access, and other pupil outcomes.
- Other surveys are sent out during the year when needed.

Parent Volunteers

- Parents and guardians are encouraged to volunteer for twenty hours each school year. DMCS believes that strong parent participation is beneficial to our whole community. Volunteers help in classrooms, with cross walk duties, during field trips, at our community events, at campus clean up days, and more.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	444	438	117	26.7
Female	221	218	59	27.1
Male	223	220	58	26.4
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	0	0.0
Black or African American	2	2	0	0.0
Filipino	7	7	1	14.3
Hispanic or Latino	164	162	45	27.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	33	33	4	12.1
White	184	181	52	28.7
English Learners	22	22	6	27.3
Foster Youth	2	2	2	100.0
Homeless	8	8	1	12.5
Socioeconomically Disadvantaged	148	147	52	35.4
Students Receiving Migrant Education Services	8	8	1	12.5
Students with Disabilities	61	60	21	35.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.12	4.82	2.45
Expulsions	0.00	0.08	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.66	3.15	0.28	6.03	0.20	3.17
Expulsions	0.00	0.00	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.15	0.00
Female	0.90	0.00
Male	5.38	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.03	0.00
White	3.80	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.92	0.00

2022-23 School Safety Plan

Dixon Montessori Charter School maintains an accurate and up-to-date Emergency Response Plan (formerly Comprehensive Safety Plan). Contained in the plan are the school-adopted emergency protocols including specific procedures for fire, earthquake, disaster and intruders. The plan lists specific staff members and their assigned roles, duties and contact information. The Emergency Response Plan also includes site specific input from staff and community through the Charter School Advisory Committee and Leadership before being approved by the school board.

Date of Last Board review and approval: January, 2023

Date last reviewed with staff: August, 2022

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5		
1	13	4		
2	17	2	1	
3	17	2	1	
4	26		2	
5	22		2	
6	24		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	1	
1	14	4		
2	18	2	1	
3	17	2	1	
4	26		2	
5	25		2	
6	15	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	5		
1	13	4		
2	19	2	1	
3	17	2	1	
4	26		2	
5	26		2	
6	15	1	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,596	\$1,110	\$8,486	\$63,667
District	N/A	N/A	\$8,486	\$63,667
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	25.1	-21.7

2021-22 Types of Services Funded

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 TK, 75% in K-1, and 50% in 2-3 combo classes)
- * After school tutoring offered in all grades
- * Reading Support Specialist
- * EL Specialist
- * Math Intervention Support
- * 100% FTE School Counselor
- * Study Skills Support Groups
- * Speech and Language Pathologist
- * OT oversight of sensory needs
- * Psychologist, Nurse and Social Worker available as needed

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$48,503
Mid-Range Teacher Salary		\$74,912
Highest Teacher Salary		\$100,321
Average Principal Salary (Elementary)		\$122,160
Average Principal Salary (Middle)		\$127,632
Average Principal Salary (High)		\$137,578
Superintendent Salary		\$198,665
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Dixon Montessori Charter School offers ongoing professional development opportunities to all staff. The school LCAP/Strategic Plan offers a wide range of support across all academic areas. Professional Development offerings take place before, during and after school and during the summer. Site wide Professional Development days have been funded to support professional growth. Staff Meetings, Common Planning Time meetings, PLC meetings, Teacher Rep meetings, Sped meetings, and PBIS meetings are all avenues to provide professional development workshops for our staff. Even during the pandemic, DMCS prides itself in moving forward with professional learning.

Several opportunities for Professional Growth were offered to support the shift in teaching to Virtual/ Hybrid Learning. We altered our model to support the Health and Safety Guidelines by providing Remote Learning through Zoom to inform staff on COVID updates and a host of new technology to support learning. Topics included digital teacher tools, Zearn Math, Mystery Science, Canvas, and social emotional learning support. Professional Learning around Systems such as Powerschool and the Renaissance STAR assessment tools were designed to support the ongoing practice of using formative and summative assessments to drive instruction and support our students. Teachers were given the choice to pursue their own learning plan once district-wide mandatory topics were satisfied. Even within the mandatory topics there was choice provided to meet the various needs of our diverse staff.

Our staff meeting times were increased from bi-monthly meetings to weekly Zoom sessions to support the teacher transitions between remote learning, hybrid, and in person learning. Supports for teacher specific needs including tech and social emotional training were available upon request. All staff had access to virtual training videos and lessons on our "Pajama PD" document. This let teachers view lessons and how to information in their own time. All staff also attended live virtual site staff meetings. Grade Level and subject area Canvas pages were established to support teacher collaboration. Ongoing Professional Learning support for certificated, classified and management staff as well as our parent/caregiver community was supplemented with videos, slideshows, and 'how to' documents made available on our website. These provide assistance as needed for teacher growth and support for all members of our DMCS community. Our District Strategic Plan/Local Control Accountability Plan identifies goals and practices that strengthen instruction and support Professional Development.

Our Professional Development Schedule is available upon request

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8