

## Executive Summary School Accountability Report Card, 2009–10

# *For Dixon Montessori Charter School*

**Address: 355 N. Almond Street, Dixon, CA, 95620**  
**Principal: Carolyn F. Pfister**

**Phone: (707) 678-8953**  
**Grade Span: K-8**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### **About This School**

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Dixon Montessori Charter School is a Montessori inspired, standards-based program that serves students in Kindergarten through Eighth Grade. Each student has a unique learning plan that is centered upon the child's individualized needs in reading, language, vocabulary, spelling, writing, mathematics, science, social studies, art and music. Dixon Montessori Stresses:

- Student discovery and independence
- Teaching students how to succeed in varied academic and life situations rather than mastery of a specific content
- Building upon students' prior knowledge, competencies and areas of interest Involving the student and family in establishing academic and personal goals
- Offering multi-aged classes where students have the ability to learn from and teach each other
- Honoring the child's right to dignity

Dixon Montessori Charter School did not operate during the 2009-2010 school year. During this year the school's authorizer transitioned from the Dixon Unified School District to the State Board of Education.

### **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	0
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Native Hawaiian/Pacific Islander	%
White (not of Hispanic origin)	%
Two or More Races	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	0
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	N/A%
Mathematics	N/A%
Science	N/A%
History-Social Science	N/A%

## Academic Progress<sup>2</sup>

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	N/A
Statewide Rank (from 2009 Base API Report)	N/A
Met All 2010 AYP Requirements	N/A
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	N/A
2010–11 Program Improvement Status (PI Year)	N/A

## School Facilities

### Summary of Most Recent Site Inspection

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Dixon Montessori did not have any facilities during the 2009-2010 school year. The school's property was housed in rented storage space while awaiting reopening in 2010-2011.

Previously Dixon Montessori had ten permanent classrooms, a library housed in a portable classroom, a multipurpose room and a school office. The school had playgrounds and play structures for primary and elementary age students. The school and grounds were regularly maintained. Dixon Montessori hired a custodian who worked daily from 10am to 6pm throughout the school year. Classrooms were cleaned on a daily basis and restrooms were cleaned, serviced and inspected throughout the school day. District grounds keepers maintained the school lawns and landscaping. Dixon Unified maintenance staff was responsible for keeping the school in good repair. Dixon Montessori occupied facilities that were leased from Dixon Unified School District under Proposition 39 and was not directly involved in State School Deferred Maintenance Programs or modernization projects. Teaching staff, custodial staff or lunch duty staff supervised the students throughout the day. There were designated, supervised areas where students remained before and after school and during lunch/recess time. The staff monitored students as they come to and leave the campus.

### Repairs Needed

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N/A

### Corrective Actions Taken or Planned

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N/A

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<sup>1</sup> Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	N/A %
Mathematics	N/A %
Science	N/A %
History-Social Science	N/A %
Foreign Language	N/A %
Health	N/A %
Visual and Performing Arts	N/A %
Science Laboratory Equipment (grades 9-12)	N/A %

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$

## School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A %

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A %
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A %

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Dixon Montessori Charter School	<b>District Name</b>	SBE – Dixon Montessori Charter
<b>Street</b>	355 North Almond Street	<b>Phone Number</b>	(707) 678-8953
<b>City, State, Zip</b>	Dixon, CA 95620	<b>Web Site</b>	<a href="http://www.dixonmontessori.org">www.dixonmontessori.org</a>
<b>Phone Number</b>	(707) 678-8953	<b>Superintendent</b>	CDE
<b>Principal</b>	Carolyn F. Pfister	<b>E-mail Address</b>	
<b>E-mail Address</b>	<a href="mailto:cpfister@dixonmontessori.org">cpfister@dixonmontessori.org</a>	<b>CDS Code</b>	48 76661 0122267

### **School Description and Mission Statement (School Year 2009–10)**

This section provides information about the school, its programs, and its goals.

Dixon Montessori Charter School was not in operation during school year 2009-10.

### **Opportunities for Parental Involvement (School Year 2009–10)**

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Dixon Montessori Charter School was not in operation during school year 2009-10.

### Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	0

### Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	0
American Indian or Alaska Native	0	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	0
Filipino	0	English Learners	0
Hispanic or Latino	0	Students with Disabilities	0
Native Hawaiian/Pacific Islander	0		0

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
K-3	19.6	5	0	0	19.4	5	0	0	0	0	0	0
3-4	0	0	0	0	0	0	0	0	0	0	0	0
4-8	24	0	1	0	16	1	0	0	0	0	0	0
Other	20	1	0	0	20.3	2	1	0	0	0	0	0

### III. School Climate

#### School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

Dixon Montessori Charter School was not in operation during school year 2009-10.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Suspensions</b>	0	7.5	0	.5	16.5	N/A
<b>Expulsions</b>	0	0	0	.1	.2	N/A

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Dixon Montessori reopened at its former locate in August of 2010. Extensive cleaning and minor repairs were made to prepare the classrooms for our students. The school is currently undertaking the task of creating a school library and a school garden. A computer and science lab is a recent addition to the site.

#### School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		x			
<b>Interior:</b> Interior Surfaces		x			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		x			
<b>Electrical:</b> Electrical		x			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		x			
<b>Safety:</b> Fire Safety, Hazardous Materials		x			
<b>Structural:</b> Structural Damage, Roofs		x			

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		x			
<b>Overall Rating</b>		x			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	7	10	N/A	N/A
<b>Without Full Credential</b>	0	0	N/A	N/A
<b>Teaching Outside Subject Area of Competence</b>	0	0	N/A	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	0	N/A	0
<b>Total Teacher Misassignments</b>	1	N/A	1
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	N/A	N/A
<b>All Schools in District</b>	N/A	N/A
<b>High-Poverty Schools in District</b>	N/A	N/A
<b>Low-Poverty Schools in District</b>	N/A	N/A

## VI. Support Staff

## Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

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

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Options/Write Source/SRA/Rebecca Sitton Spelling/Soar to Success	0	Yes
Mathematics	Envisions	0	Yes
Science	Foss	0	Yes
History-Social Science	TCI	0	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil

Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,366.32	\$510.96	\$6,855.36	\$49,466
District	\$7,063.09	\$1,678.73	\$5,384.37	Not avail.
Percent Difference – School Site and District	4%	229%	27%	n/a
State	n/a	n/a	\$5,512	\$60,994
Percent Difference – School Site and State	n/a	n/a	0%	23%

### Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

We did not operate during 2009-10. During the current year, we operate a Montessori model elementary site-based program.

### Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	n/a	\$38,941.00
Mid-Range Teacher Salary	n/a	\$59,686.00
Highest Teacher Salary	n/a	\$77,828.00
Average Principal Salary (Elementary)	n/a	\$94,258.00
Average Principal Salary (Middle)	n/a	\$98,271.00
Average Principal Salary (High)	n/a	\$104,869.00
Superintendent Salary	n/a	\$142,247.00
Percent of Budget for Teacher Salaries	n/a	38.2%
Percent of Budget for Administrative Salaries	n/a	5.9%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well

students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	32%	51%	N/A	44%	48%	48%	46%	50%	54%
Mathematics	42%	67%	N/A	43%	46%	55.1%	43%	46%	56%
Science	45%	58%	N/A	47%	49%		46%	50%	
History-Social Science	0%	*	N/A	36%	38%		36%	41%	

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	No Data			
All Students at the School	No Data			
Male				
Female				
Black or African American				
American Indian or Alaska Native				

<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>				
<b>Two or More Races</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>English Learners</b>				
<b>Students with Disabilities</b>				
<b>Students Receiving Migrant Education Services</b>				

### California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	4*	2*	6*
Similar Schools	N/A	N/A	N/A

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-43	115	N/A
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian/Pacific Islander	--	--	--
White	--	--	--
Two or More Races	N/A	N/A	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	N/A	N/A	767
Black or African American	N/A	N/A	685
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	N/A	889
Filipino	N/A	N/A	851
Hispanic or Latino	N/A	N/A	715
Native Hawaiian/Pacific Islander	N/A	N/A	754
White	N/A	N/A	838
Two or More Races	N/A	N/A	807
Socioeconomically Disadvantaged	N/A	N/A	712
English Learners	N/A	N/A	691
Students with Disabilities	N/A	N/A	580

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics

- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
<b>Overall</b>	N/A	No
<b>Participation Rate - English-Language Arts</b>	N/A	99%
<b>Participation Rate - Mathematics</b>	N/A	99%
<b>Percent Proficient - English-Language Arts</b>	N/A	48%
<b>Percent Proficient - Mathematics</b>	N/A	55%
<b>API</b>	N/A	749
<b>Graduation Rate</b>	N/A	Yes

### Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not a PI school	PI
<b>First Year of Program Improvement</b>	N/A	No
<b>Year in Program Improvement</b>	N/A	Third
<b>Number of Schools Currently in Program Improvement</b>	none	3
<b>Percent of Schools Currently in Program Improvement</b>	N/A	43%

## XI. School Completion and Postsecondary Preparation

Admission Dixon Montessori Charter School serves students in Kindergarten through grade 8.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Nine days have been devoted to staff development in the most recent three-year period. The school was non-operational during one of these years.
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