



## *Dixon Montessori Charter School*

### Executive Summary School Accountability Report Card, 2010–11

**Address: 355 North Almond Street**

**Dixon, CA 95620**

**Phone: (707) 678-8953**

**Director: Carolyn Pfister**

**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 Dixon Montessori Charter School. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school.

#### **About This School**

Dixon Montessori Charter School is a Montessori hybrid (blended) 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

During the 2010-2011 school year, DMCS had three classes of K-1, three classes of 2-3, two classes of 4-5 and one class of 5-6-8 serving a total of 214 students. The school was housed in Prop 39 facilities that were leased from the Dixon Unified School District.

Dixon Montessori Charter School reopened in August of 2010 as a State Board of Education sponsored school serving students in Kindergarten to Eighth Grades. The school was unanimously approved by the State Board of Education in January 2010 to operate after its charter petition was denied at both the local and county levels. As a State Board of Education sponsored school, Dixon Montessori sought partnerships and services to replace several functions that had been provided through the Dixon Unified School District as a locally sponsored/funded charter school. Dixon Montessori applied and was granted membership in the El Dorado County Office of Education Charter SELPA and assumed responsibility for delivery of all special education services. Special Education staff was hired as employees of the school or as independent contractors. The school became a direct funded charter school and established a banking relationship with First Northern Bank. Agreements were made

with the Solano County Office of Education regarding PERS/STRS and transfer of school finances. Delta Managed Solutions was retained to provide business support for the school.

DMCS negotiated with Dixon Unified School District to secure a facility under Prop 39. The school was granted adequate space to serve both local and out of area applicants. All school property that had been stored by the charter school during its year of hiatus was returned to the 355 North Almond Street site. A California Department of Education (CDE) representative inspected the site prior to the start of school and certified that the facility was safe and suitable for instruction. During the year of hiatus, many individuals associated with the original school participated in a series of trainings that focused on school governance, accountability and strategic planning. The year of hiatus was spent developing new school policies and procedures in anticipation of reopening. The CDE provided the school with a list of reopening criteria and each of these items were satisfactorily addressed.

## Student Enrollment

Group	Enrollment
Number of students	214
Black or African American	.9%
American Indian or Alaska Native	0%
Asian	2.8%
Filipino	.5%
Hispanic or Latino	29.9%
Native Hawaiian or Pacific Islander	.9%
White	57.9%
Two or More Races	6.5%
Socioeconomically Disadvantaged	20.6%
English Learners	10.7%
Students with Disabilities	7.5%

## Teachers

Indicator	Teachers
Teachers with full credential	12
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	59%
Mathematics	67%
Science	68%
History-Social Science	N/A

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

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	836
Statewide Rank (from 2010 Base API Report)	N/A
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 7 of 9
2011–12 Program Improvement Status (PI Year)	N/A

<sup>1</sup> Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the

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

## School Facilities

### Summary of Most Recent Site Inspection

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DMCS fulfilled all of the facilities opening requirements that were a condition of reopening in 2010. A team from the California Department of Education visited the site in July 2010 and conducted the site inspection.

### Repairs Needed

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The facilities inspection team from the Department of Education required DMCS to address a vandalism problem that was present in one of the student restrooms.

### Corrective Actions Taken or Planned

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DMCS repaired the damage in the restroom prior to serving students.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%

## School Finances

Level	2010-2011 Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,132.00
District	\$5,132.00
State	\$5,681.00

# **School Accountability Report Card**

## **Reported Using Data from the 2010–11 School Year**

### ***Published During 2011–12***

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

## **I. Data and Access**

### **Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### **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 2011–12)

School		District	
<b>School Name</b>	Dixon Montessori Charter School	<b>District Name</b>	SBE – Dixon Montessori
<b>Street</b>	355 N. Almond Street	<b>Phone Number</b>	(707) 678-8953
<b>City, State, Zip</b>	Dixon, California, 95620	<b>Web Site</b>	www.dixonmontessori.org
<b>Phone Number</b>	(707) 678-8953	<b>Superintendent</b>	CDE
<b>Principal(s)</b>	Carolyn Pfister K-3 Linda Delgado 4-7	<b>E-mail Address</b>	
<b>E-mail Address</b>	<a href="mailto:cpfister@dixonmontessori.org">cpfister@dixonmontessori.org</a> <a href="mailto:ldelgado@dixonmontessori.org">ldelgado@dixonmontessori.org</a>	<b>CDS Code</b>	48766610122267

### School Description and Mission Statement (School Year 2010–11)

The mission of Dixon Montessori Charter School (DMCS) is to achieve academic excellence for all students by blending Montessori education with California State Standards. DMCS supports its mission through low teacher-to-student ratios, family participation, multi-aged classrooms, a diverse curriculum and individualized learning for each student. DMCS is a tuition-free public school committed to developing socially responsible, life-long learners.

These are the core components of our blended Montessori Program and while these elements occur across all grade levels they do look different at each grade.

1. Individualized Learning Plans: Each child has an annual learning plan that reflects their target for the year, i.e. how far they will progress during the year, based upon their ability. This annual learning plan is documented throughout the school; however, the format may differ somewhat between lower and upper grades. This annual plan is monitored and tracked electronically through assessments, classroom work, report cards, and observations. Each child also has a weekly work plan that is academically challenging to each individual and drives the student toward accomplishing their annual plan. Weekly work plans are required, but the format is left to each individual teacher.

2. Collaborative Learning Environment/ Peer modeling/ Multi-age classroom: Student independence within classroom environment.

3. Low student to teacher ratio.

4. Project-Based upper grade structure: a comprehensive effort which places strong emphasis on interdisciplinary studies and real-world applications of academic content and community service. This includes use of technology integration with curriculum and computers in classrooms. Independent work projects focused on individual student interests, teacher facilitation but not direction, cooperative learning, explicit educational goals, and incorporation of adult skills are all cornerstones of Project Based Learning (PBL).

5. Professional Development: Comprised of a skilled staff who consistently seek to further their expertise and remain innovative in their capacity via workshops, credentialing, and other avenues of professional training. Upper grades need working knowledge of Montessori; annually the teacher and director agree on the training/courses that will be completed. Lower grades need working knowledge of the continuum, which will lead to a project-based learning environment using more abstract methods of the Montessori program.

6. Instruction is focused on individual and small group instruction; however, some portion of the upper grade curriculum may need direct teaching.

## Opportunities for Parental Involvement (School Year 2010–11)

DMCS has significant parent/grandparent involvement in the school's governing board and PTO; both affect the day-to-day operation of the school.

The DMCS Governing Board meets monthly or more frequently as required. It is currently comprised of six board members. Biographical information for each of the board members follows:

Deborah Knox, appointed to the Board in May 2010, is a 30-year property and casualty insurance claims veteran with executive leadership experience in strategic planning, operations management, vendor management, governance, and budgeting. Currently she is a strategic consultant with a firm that specializes in improving transaction efficiencies. She also has a CA Life Standard Elementary Teaching Credential. Her granddaughter attends DMCS. Term of office expires May 18, 2013.

Dean Baldwin has been in Commercial Banking and Management for his entire professional career. His expertise is centered primarily in financial analysis as well as people management. Dean has been involved in local Dixon area non-profit organizations as well as some based in the Sacramento area over the last ten years. Dean and his wife Patty have lived in Dixon the past fifteen years and have two sons, Marco and Samuel, in attendance at DMCS. Term of office expires June 15, 2013.

Jose Setka was appointed to the DMCS Board in May 2010 and has a strong background in science, management and team building skills. He currently runs an environmental monitoring and research program for a public utility company. Jose hopes to provide the staff the resources needed to provide a strong science curriculum within the DMCS program. In addition to parenting, Jose enjoys coaching youth soccer and baseball. Jose and his wife Gail have lived in Dixon since 1997. They have two kids, Daniela and Ricardo, who will be starting 5th and 2nd grades respectively at DMCS. Term of office expires May 18, 2013.

Erica Hurtado has lived in Dixon for over ten years and can often be seen around DMCS with a camera in her hands, as she is our resident school photographer. Erica has four children, Katie (a fifth grader), Ryan (a first grader), Ethan and Owen (both future DMCS students). Her husband Dave is a life-long Dixonite and attended elementary and high school in Dixon. As the mother of a son with disabilities, Erica has a special interest in advocating services for children within the special education system. Term of office expires November 17, 2012.

Dennis Ballance was appointed to the Board in January 2011. He is a veterinarian with a strong background in information technology, medical informatics, and management. Dennis currently works for VCA, a veterinary hospital corporation, and he has provided technology leadership for the school since its inception. He and his wife Jenni have lived in Dixon for ten years, and his two daughters attend DMCS in the fifth and third grades. Term of office expires January 25, 2014.

Jodie Esquer began her term on the DMCS Board in 2006. She was elected Secretary and served that post until 2007. She is a fourth-generation Dixon resident. Jodie is very active in her community, if you don't see her at the baseball fields, you may see her at the soccer fields, since both of her children love to play various sports in Dixon. Jodie and her husband Joe both attended Dixon schools and graduated from Dixon High School. Their son, Kyle, a sixth grader, and Rylie, a fourth grader, both attend DMCS. Jodie is passionate about the community of Dixon and enthusiastic in her support of local school choice. Term of office expires November 18, 2011.

The DMCS PTO was lead by Loraine Covello during 2010-2011. Maggie Vieira served as the vice-president to the PTO. Tammy Lavault-Castelli served as treasurer, Makamae Miller was the communication officer and Maryann Weigant was the secretary. The PTO was active in establishing a school garden, sponsoring a school choir, sponsoring a book fair, planning a field day and other student activities, sponsoring parent and staff appreciation events, providing scholarships for students to attend environmental science camp, fundraising, and organizing a fall festival and the Dragonfly Dinner and Auction.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	42	Grade 5	37
Grade 1	30	Grade 6	12
Grade 2	34	Grade 7	0
Grade 3	37	Grade 8	1
Grade 4	21	Total Enrollment	214

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	.9%
American Indian or Alaska Native	0%
Asian	2.8%
Filipino	.5%
Hispanic or Latino	29.9%
Native Hawaiian or Pacific Islander	.9%
White	57.9%
Two or More Races	6.5%
Socioeconomically Disadvantaged	20.6%
English Learners	10.7%
Students with Disabilities	7.5%

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

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K - 1					0				24	3		
2-3					0				24	3		
4-5					0				23	2		
6-7					0				24	1		

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

### III. School Climate

#### School Safety Plan (School Year 2010–11)

DMCS has a site safety policy, a tuberculosis policy, volunteer policy and monthly safety drill schedule that are designed to ensure student safety and wellness. Each of these policies is available in the documents section of the school website – [www.dixonmontessori.org](http://www.dixonmontessori.org). The site safety policy will be updated. This will be a task of the 2011-2012 school site council.

#### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions		0	5.1%		0	5.1%
Expulsions		0	0		0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

Dixon Montessori Charter School leases Prop 39 Facilities from the Dixon Unified School District (DUSD) and also contracts with DUSD to provide all major maintenance at the site. The school hires its own custodial staff to take care of routine daily cleaning. The classrooms, restrooms and non-teaching spaces are cleaned regularly and student safety is the priority in cleaning and maintenance scheduling and prioritization of duties. The buildings at the site are old, but in safe and serviceable condition. Many of the interior spaces of the school were painted to update and improve their appearance.

### School Facility Good Repair Status (School Year 2011–12)

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			School has painted unattractive interior walls and surfaces.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		x			
<b>Electrical:</b> Electrical		x			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		x			Vandalism damage was corrected before the school opened.
<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			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
<b>With Full Credential</b>		N/A	12	12
<b>Without Full Credential</b>		N/A	1	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>		N/A	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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<b>Misassignments of Teachers of English Learners</b>	N/A	1	1
<b>Total Teacher Misassignments*</b>	N/A	1	1
<b>Vacant Teacher Positions</b>	N/A	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.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes in Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

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	
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	N/A	
Psychologist	N/A	
Social Worker	N/A	
Nurse	N/A	
Speech/Language/Hearing Specialist	.1	
Resource Specialist	1	
Situational Assistants	2	
Intervention Specialist	.3	

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Options Reading SRA Character Based Literacy Write Source Montessori Materials Soar to Success	All from most recent except SRA	0%
Mathematics	Envisions College Preparatory Mathematics Montessori Materials	YES	0%
Science	Foss Pearson Science Montessori Materials	YES	0%
History-Social Science	TCI Montessori Materials	YES	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

## VIII. School Finances

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A – Not in Operation in 09-10	N/A – Not in Operation in 09-10	N/A – Not in Operation in 09-10	N/A – Not in Operation in 09-10
District			N/A – Not in operation in 09-10	N/A – Not in operation in 09-10
Percent Difference – School Site and District			N/A	N/A
State			\$5,681	\$57,352
Percent Difference – School Site and State			N/A	N/A

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Types of Services Funded (Fiscal Year 2010–11)

Dixon Montessori provided classroom instruction for grades K-8 during the 2010-2011 school year. Additionally the school had a full time learning center and offered reading intervention, music instruction taught by a credentialed music teacher, and physical education classes taught by credentialed physical education instructors. The school was part of the EDCOE Charter SELPA and hired a full time RSP teacher and independent contractors to provide speech therapy, occupational therapy, deaf and hard of hearing services and academic and psychological assessments.

## Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	\$38,905.00
Mid-Range Teacher Salary	N/A	\$56,504.00
Highest Teacher Salary	N/A	\$71,750.00
Average Principal Salary (Elementary)	N/A	\$92,053.00
Average Principal Salary (Middle)	N/A	\$94,401.00
Average Principal Salary (High)	N/A	\$95,666.00
Superintendent Salary	N/A	\$111,055.00
Percent of Budget for Teacher Salaries	N/A	37.9%
Percent of Budget for Administrative Salaries	N/A	6.8%

Dixon Montessori Charter School was closed during the 2009-10 Fiscal Year.

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

## IX. Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts		N/A	59%		N/A	59%	49%	52%	54%
Mathematics		N/A	67%		N/A	67%	46%	48%	50%
Science		N/A	68%		N/A	68%	50%	54%	57%
History-Social Science		N/A	N/A		N/A	N/A	41%	44%	48%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	59%	67%	68%	N/A

<b>All Students at the School</b>	59%	67%	68%	N/A
<b>Male</b>	63%	68%	76%	N/A
<b>Female</b>	55%	67%	54%	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	62%	69%	55%	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A
<b>White</b>	58%	67%	72%	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	42%	42%	0%	N/A
<b>English Learners</b>	33%	60%	0%	N/A
<b>Students with Disabilities</b>	50%	67%	0%	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A

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.

## California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3%	34.3%	25.7%

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.

## 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. For detailed information about the API, see the CDE *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	2008	2009	2010
Statewide		6*	

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

\* 2010-2011 was a base year for DMCS

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School		N/D	B
Black or African American		N/D	B
American Indian or Alaska Native		N/D	B
Asian		N/D	B
Filipino		N/D	B
Hispanic or Latino		N/D	B
Native Hawaiian or Pacific Islander		N/D	B
White		N/D	B
Two or More Races		N/D	B
Socioeconomically Disadvantaged		N/D	B
English Learners		N/D	B
Students with Disabilities		N/D	B

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	131	836	131	836	4,683,676	778
Black or African American	3		3		317,856	696

<b>American Indian or Alaska Native</b>	2		2		33,774	733
<b>Asian</b>	5		5		398,869	898
<b>Filipino</b>	1		1		123,245	859
<b>Hispanic or Latino</b>	41	821	41	821	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	1		1		26,953	764
<b>White</b>	72	847	72	847	1,258,831	845
<b>Two or More Races</b>	6		6		76,766	836
<b>Socioeconomically Disadvantaged</b>	22	753	22	753	2,731,843	726
<b>English Learners</b>	15	746	15	746	1,521,844	707
<b>Students with Disabilities</b>	13	749	13	749	521,815	595

### Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	No	No
<b>Met Percent Proficient - Mathematics</b>	Yes	Yes
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	N/A

### Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
<b>Program Improvement Status</b>	N/A	N/A
<b>First Year of Program Improvement</b>	N/A	N/A
<b>Year in Program Improvement</b>	N/A	N/A
<b>Number of Schools Currently in Program Improvement</b>		N/A
<b>Percent of Schools Currently in Program Improvement</b>		N/A

Note: Cells shaded in black do not require data.

## **XI. 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.

Dixon Montessori Charter School begins each school year with staff development. In 2010-11 three days of training on computer adaptive assessments and data analysis software was provided for all teaching staff. The 2/3 grade teachers participated in board math training. Many staff members received training in the newly adopted TCI social studies materials and Options programs. DMCS teachers who are new to the teaching profession participate in BTSA. The office staff received training in the use of Aptafund software and OASIS, the student information system software. The school's employee assistance program provides up to \$20,000 annually for teacher's to pursue training that will directly benefit the school program. Three employees used this program to pursue Montessori training.