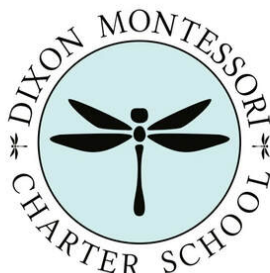


# Dixon Montessori Charter School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Dixon Montessori Charter School
<b>Street</b>	355 North Almond St.
<b>City, State, Zip</b>	Dixon, CA 95620
<b>Phone Number</b>	(707) 678-8953
<b>Principal</b>	Benjamin Ernest
<b>Email Address</b>	bernest@dixonmontessori.org
<b>School Website</b>	<a href="http://www.dixonmontessori.org">http://www.dixonmontessori.org</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	48705320122267

### 2024-25 District Contact Information

<b>District Name</b>	Dixon Montessori Charter School
<b>Phone Number</b>	(707) 678-8953
<b>Superintendent</b>	Benjamin Ernest
<b>Email Address</b>	bernest@dixonmontessori.org
<b>District Website</b>	<a href="http://www.dixonmontessori.org">http://www.dixonmontessori.org</a>

### 2024-25 School Description and Mission Statement

Our school is a TK-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

## 2024-25 School Description and Mission Statement

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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	51
Grade 2	53
Grade 3	51
Grade 4	52
Grade 5	52
Grade 6	50
Grade 7	45
Grade 8	41
<b>Total Enrollment</b>	<b>469</b>

## 2023-24 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	1.1
Black or African American	0.9
Filipino	2
Hispanic or Latino	43.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.1
White	42.7
English Learners	8
Homeless	2
Migrant	2
Socioeconomically Disadvantaged	27
Students with Disabilities	11.7

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.90	72.90	149.10	87.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	1.05	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.60	18.80	7.00	4.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.20	3.64	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.50	8.25	6.90	4.07	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.00	92.59	145.80	86.26	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	1.77	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	7.41	5.50	3.30	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.70	5.77	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	4.80	2.89	15831.90	5.67
<b>Total Teaching Positions</b>	19.40	100.00	169.00	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.60	84.99	149.00	85.27	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.11	4.00	2.29	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	8.22	12.50	7.20	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	2.67	3.40	1.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	5.70	3.27	14303.80	5.15
<b>Total Teaching Positions</b>	24.30	100.00	174.70	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	1
<b>Misassignments</b>	3.60	1.40	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	3.60	1.40	2

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0.6
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0.6

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	24.00	6.6	8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.50	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Montessori ELA Materials (TK-3rd) adopted 2005 Collaborative Classroom, Making Meaning (K-2nd), adopted 2020 Collaborative Classroom, Making Meaning and Being a Writer (3rd-6th) adopted 2020 EL Education-Open Up (7th-8th), adopted 2023 Go Phonics (K-1st), adopted 2013 Zoo Phonics (K-1st), adopted 2020 SIPPS (K-3), adopted 2023 Amplify CKLA (4th grade trial) Pilot 2024	Yes	0.0 %
<b>Mathematics</b>	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-8, adopted 2020	Yes	0.0 %
<b>Science</b>	Mystery Science (K-1st), adopted 2020 Amplify Science (2nd-8th), adopted 2021	Yes	0.0 %
<b>History-Social Science</b>	TCI (K-8th), adopted 2010	Yes	0.0 %
<b>Foreign Language</b>	Descubre, adopted 2021	Yes	0.0 %
<b>Health</b>	Teacher Created and standards aligned	Yes	0.0 %
<b>Visual and Performing Arts</b>	Quaver Music (K-5th), adopted 2016 Smart Music (K-5th), adopted 2016 Standard of Excellence - Band (6th-8th), adopted 2013	Yes	0.0 %

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

## School Facility Conditions and Planned Improvements

An on demand maintenance program (School Dude) 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> 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.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	Multiple light bulbs are out, some light switches/outlets are loose or damaged, hardwired clocks are not working.  All reported concerns have been replaced, or a work order has been created to have them corrected.
<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		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	

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	51	37	37	46	47
<b>Mathematics</b> (grades 3-8 and 11)	52	45	29	27	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	273	99.64	0.36	50.92
Female	133	132	99.25	0.75	53.79
Male	141	141	100.00	0.00	48.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	127	127	100.00	0.00	44.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	40.91
White	115	115	100.00	0.00	60.87
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	67	67	100.00	0.00	31.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	40	97.56	2.44	22.50

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	274	273	99.64	0.36	45.42
<b>Female</b>	133	132	99.25	0.75	42.42
<b>Male</b>	141	141	100.00	0.00	48.23
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	127	127	100.00	0.00	38.58
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	22	100.00	0.00	31.82
<b>White</b>	115	115	100.00	0.00	55.65
<b>English Learners</b>	13	13	100.00	0.00	15.38
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	36.36
<b>Socioeconomically Disadvantaged</b>	67	67	100.00	0.00	19.40
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	41	40	97.56	2.44	10.00

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	51.25	39.74	18.80	20.41	30.29	30.73

## 2023-24 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
<b>All Students</b>	78	78	100.00	0.00	39.74
<b>Female</b>	38	38	100.00	0.00	36.84
<b>Male</b>	40	40	100.00	0.00	42.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	34	34	100.00	0.00	26.47
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	31	100.00	0.00	58.06
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	19	19	100.00	0.00	21.05
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	15	15	100.00	0.00	0.00

## 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.

#### 2023-24 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. The administration of the PFT requires only participation results 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	100	100	100	100	100
Grade 7	94	94	94	94	94

## 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.

#### 2024-25 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](mailto: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 24th
- December 3rd
- April 15th

## 2024-25 Opportunities for Parental Involvement

### 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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	456	454	18	4.0
<b>Female</b>	227	226	8	3.5
<b>Male</b>	229	228	10	4.4
<b>Non-Binary</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	196	196	7	3.6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>Two or More Races</b>	41	41	1	2.4
<b>White</b>	199	197	10	5.1
<b>English Learners</b>	34	34	0	0.0
<b>Foster Youth</b>	--	--	--	--
<b>Homeless</b>	11	11	0	0.0
<b>Socioeconomically Disadvantaged</b>	131	131	9	6.9
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Students with Disabilities</b>	69	69	3	4.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.15	1.78	1.54	6.03	5.25	5.39	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.14	0.25	0.05	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.54	0.00
Female	0.88	0.00
Male	2.18	0.00
Non-Binary	0.00	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	3.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.50	0.00
English Learners	2.94	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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: November, 2024

Date last reviewed with staff: August, 2024

## 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.

## 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	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	15	4	1	
1	13	4		
2	17	2	1	
3	18	2	1	
4	26		2	
5	26		2	
6	18	1	2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	4		
1	13	4		
2	17	2	1	
3	17	2	1	
4	26		2	
5	26		2	
6	25		10	

## 2023-24 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
<b>Pupils to Academic Counselor</b>	452

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.4
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	0.4
<b>Other</b>	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$11,129	\$2,789	\$8,341	\$64,908
<b>District</b>	N/A	N/A	\$8,486	\$71,785
<b>Percent Difference - School Site and District</b>	N/A	N/A	-1.7	-10.1
<b>State</b>	N/A	N/A	\$10,771	\$87,655
<b>Percent Difference - School Site and State</b>	N/A	N/A	-25.4	-29.8

## Fiscal Year 2023-24 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)
- \* Reading Support Specialist
- \* Reading Coach for Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

## Fiscal Year 2023-24 Types of Services Funded

- \* EL Specialist
- \* Math Intervention Support
- \* Math Coach
- \* 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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$45,977	\$54,930
<b>Mid-Range Teacher Salary</b>	\$69,400	\$85,386
<b>Highest Teacher Salary</b>	\$92,439	\$111,172
<b>Average Principal Salary (Elementary)</b>	\$113,268	\$136,564
<b>Average Principal Salary (Middle)</b>	\$124,920	\$141,339
<b>Average Principal Salary (High)</b>	\$132,793	\$153,241
<b>Superintendent Salary</b>	\$202,350	\$224,537
<b>Percent of Budget for Teacher Salaries</b>	28%	29%
<b>Percent of Budget for Administrative Salaries</b>	7%	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.

Our staff has eight scheduled professional development/teacher work days per year. Our focus this year has been on rebuilding our PBIS program with a PBIS initiative. We are also working on: Montessori, math thinking, phonics & phonemic awareness (SIPPS) 2 Full days of SIPPS, culture & climate (PBIS) 2 full days of PBIS, and Special Education, Beyond SST, mandatory computer based training, and parent square.

This year two days have been scheduled for off sight learning walks. On those two days our teachers visit schools who we believe are doing an exceptional job in an area that we would like to grow. This year we visited Tremont Elementary, Vaca Pena Middle School, and Foxboro Elementary to observe their PBIS systems.

Our Professional Development Schedule is available upon request

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

Subject	2022-23	2023-24	2024-25
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	8
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