

Dixon Montessori Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Joanne Green, Director

Principal, Dixon Montessori Charter

About Our School

Welcome and thank you for visiting the Dixon Montessori Charter School SARC. We rechartered in May of 2014 under the Dixon Unified School District. For reporting purposes, you will find the SARC report for 2014-2015, 2015-2016, and 2016-2017 school years recorded under the CDS code 48705320122267. Year's previous to 2014-2015 can be found under the CDS code 48766610122267.

Our school is a K-8 community dedicated exclusively to students and learning. DMCS emphasizes academic excellence and discovery within an environment that nurtures each student to achieve their individual greatest potential by blending Montessori education with California Common Core State Standards. DMCS supports its mission through low teacher-to-student ratios, family participation, multi-aged classrooms, a diverse curriculum, and differentiated learning for each student. DMCS is a tuition-free public school committed to developing socially responsible life-long learners.

Dixon Montessori Charter School is part of an innovative, child-centered teaching movement that has grown for more than one hundred years worldwide. Montessori schools are based upon the educational methodology of Maria Montessori, an Italian physician, who is remembered as one of the most practical, visionary and progressive minds in the history of modern education. In the tradition of Maria Montessori our school offers a pleasant and nurturing environment in which children learn at their own pace pursuing those things that interest them most. In middle school, grades 6th-8th, students progress with the overall philosophy of Maria Montessori in a project based learning environment developing their self-motivation and independence.

Dixon Montessori provides purposefully designed experiences that lead to our Expected Student Learning Results or M.E.R.I. T.:

Motivated Learners
Effective Communicators
Respective Citizens
Innovative Thinkers
Technologically Skilled

Please feel free to visit our webpage for more information regarding the school and our community www.dixonmontessori.org

Sincerely,
Joanne Green

Contact

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

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Dixon Unified
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
E-mail Address	bdolan@dixonusd.org
Web Site	http://www.dixonusd.org

School Contact Information (School Year 2017-18)	
School Name	Dixon Montessori Charter
Street	355 North Almond St.
City, State, Zip	Dixon, Ca, 95620-2702
Phone Number	707-678-8953
Principal	Joanne Green, Director
E-mail Address	jgreen@dixonmontessori.org
Web Site	www.dixonmontessori.org
County-District-School (CDS) Code	48705320122267

Last updated: 12/14/2017

School Description and Mission Statement (School Year 2017-18)

Our school is a K-8 community dedicated exclusively to students and learning. DMCS emphasizes academic excellence and discovery within an environment that nurtures each student to achieve their individual greatest potential by blending Montessori education with California Common Core State Standards. DMCS supports its mission through low teacher-to-student ratios, family participation, multi-aged classrooms, a diverse curriculum, and differentiated learning for each student. DMCS is a tuition-free public school committed to developing socially responsible life-long learners

Mission

DMCS emphasizes academic excellence and discovery within an environment that nurtures each student to achieve their individual greatest potential.

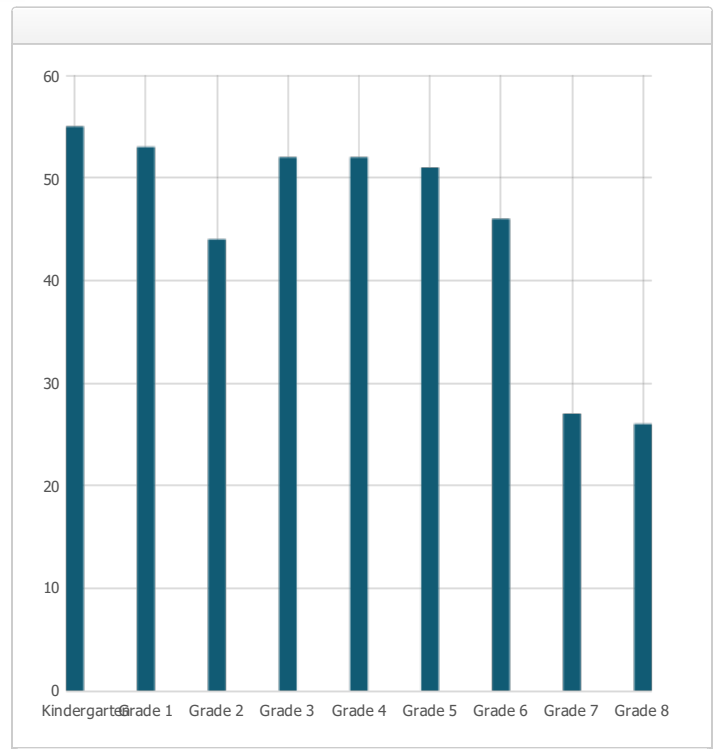
Vision

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

Last updated: 12/14/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	55
Grade 1	53
Grade 2	44
Grade 3	52
Grade 4	52
Grade 5	51
Grade 6	46
Grade 7	27
Grade 8	26
Total Enrollment	406



Last updated: 12/14/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.5 %
Asian	0.7 %
Filipino	0.5 %
Hispanic or Latino	39.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	50.2 %
Two or More Races	8.4 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	27.1 %
English Learners	12.1 %
Students with Disabilities	13.1 %
Foster Youth	0.2 %

Last updated: 12/14/2017

A. Conditions of Learning

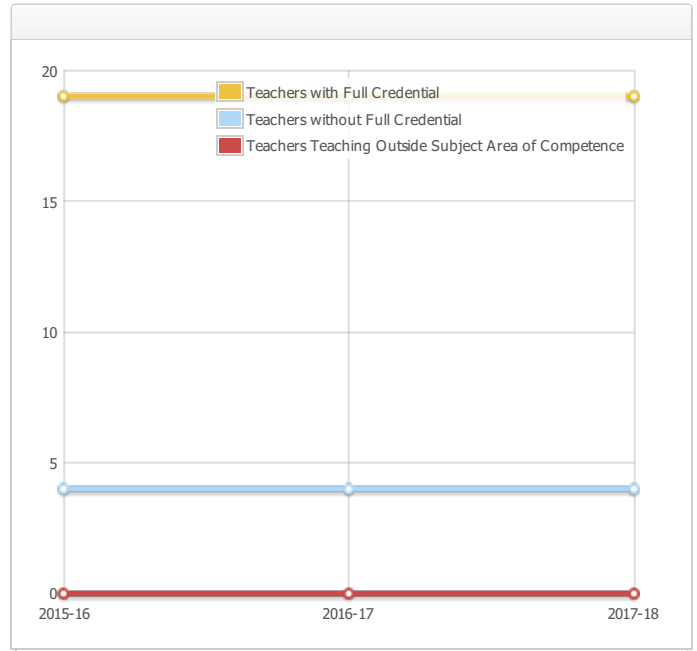
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

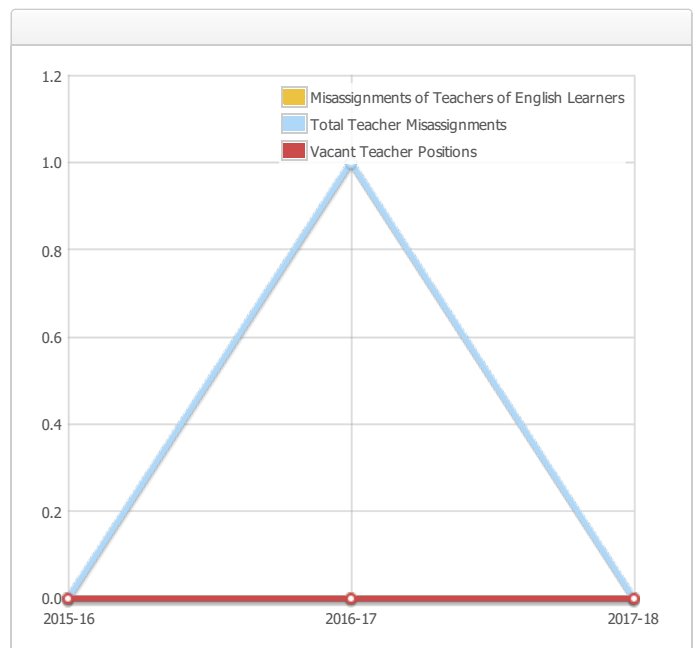
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	19	19	21
Without Full Credential	4	4	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/22/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe CA Treasures (2nd-6th), adopted/updated 2014 Glencoe Literature (7th-8th), adopted 2012 Curriculum Associates Ready Common Core Reading (K8th), adopted 2013 Daily Language Review (K/1 and 6th-8th), adopted/updated 2015 Go Phonics (K-1st), adopted 2013 Curriculum Associates CARS and STARS, adopted 2015 Thinking Maps, adopted 2016	Yes	0.0 %
Mathematics	Montessori Math Materials (K-1st) Pearson Envision Math (2nd-6th), adopted CC aligned 2015 GoMath (6th-8th), adopted 2016 Curriculum Associates - Ready Common CC Math (K8th), adopted 2014	Yes	0.0 %
Science	FOSS Science Next Generation (K-5th), adopted 2016 Prentice Hall - Earth, Life, Physical Science (6th-8th), adopted 2012	Yes	0.0 %
History-Social Science	TCI (K-8th), adopted 2010	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Quaver Music (K-5th), adopted 2016 Smart Music (K-5th), adopted 2016 Standard of Excellence - Band (6th-8th), adopted 2013	Yes	50.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/22/2018

School Facility Conditions and Planned Improvements

Overall the facility is in fair condition. We currently rent the facility from the school district. We have been working with safety consultants to identify areas in need of improvement. In November of 2016 Measure Q was passed by Dixon voters. Measure Q is a bond issue measure to improve the facilities with DUSD, including the campus that DMCS currently occupies.

In December of 2017 the school district installed new playground equipment on all three playgrounds.

We are expecting the district to repair/replace fire alarm and PA system in the near future.

Last updated: 1/22/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 1/22/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	43%	42%	41%	40%	48%	48%
Mathematics (grades 3-8 and 11)	35%	33%	32%	31%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/14/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	238	231	97.06%	42.42%
Male	130	125	96.15%	32.00%
Female	108	106	98.15%	54.72%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	94	89	94.68%	28.09%
Native Hawaiian or Pacific Islander	--	--	--	
White	116	114	98.28%	53.51%
Two or More Races	21	21	100.00%	42.86%
Socioeconomically Disadvantaged	66	62	93.94%	27.42%
English Learners	40	37	92.50%	21.62%
Students with Disabilities	37	32	86.49%	--
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 12/14/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	238	232	97.48%	32.76%
Male	130	126	96.92%	30.16%
Female	108	106	98.15%	35.85%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	94	90	95.74%	22.22%
Native Hawaiian or Pacific Islander	--	--	--	
White	116	114	98.28%	40.35%
Two or More Races	21	21	100.00%	33.33%
Socioeconomically Disadvantaged	66	63	95.45%	20.63%
English Learners	40	37	92.50%	13.51%
Students with Disabilities	37	33	89.19%	12.12%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 12/14/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	43.0%	38.0%	42.0%	43.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/14/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/14/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/14/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

****The PTO meets the second Tuesday of every month****

PTO

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

Historically the PTO has sponsored guest presenters, purchased equipment for the classrooms, held a Fall Festival, organized an annual dinner/auction and provided resources for special art, music and science opportunities. The PTO fundraises to help with teacher requests and other financial needs that arise within the school. Each year the PTO organizes a few fundraisers including a Scholastic book fair, Christmas wreath sale and an annual dinner and auction held in the springtime. This event includes auctions, both live and silent, dancing and a catered dinner.

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

****Dixon Montessori Charter School****
 - Charter School Advisory Committee -
 2017-2018

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

This year we will be holding three meetings from 3:30-4:30 PM on the following dates:

October 13th;
 January 31st;
 March 24th

The Middle School Advisory Committee, a sub-committee of the CSAC, was formed for parents to provide input and to support school administration, teachers and staff in the continuous development, restructuring and optimal maintenance of the DMCS middle school (7th and 8th grade) program.

State Priority: Pupil Engagement

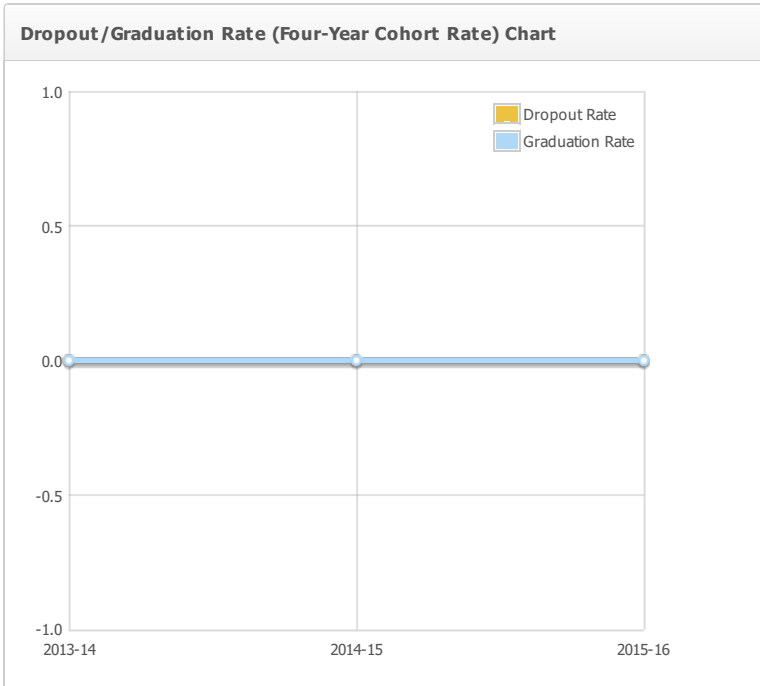
Last updated: 1/22/2018

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	77.8%	82.7%	81.3%	81.0%	82.3%	83.8%



Last updated: 12/14/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	86.9%	87.1%
Black or African American	--	72.7%	79.2%
American Indian or Alaska Native	--	0.0%	80.2%
Asian	--	100.0%	94.4%
Filipino	--	100.0%	93.8%
Hispanic or Latino	--	81.3%	84.6%
Native Hawaiian or Pacific Islander	--	100.0%	86.6%
White	--	93.4%	91.0%
Two or More Races	--	0.0%	90.6%
Socioeconomically Disadvantaged	--	82.8%	85.5%
English Learners	--	60.0%	55.4%
Students with Disabilities	--	85.7%	63.9%
Foster Youth	--	--	--

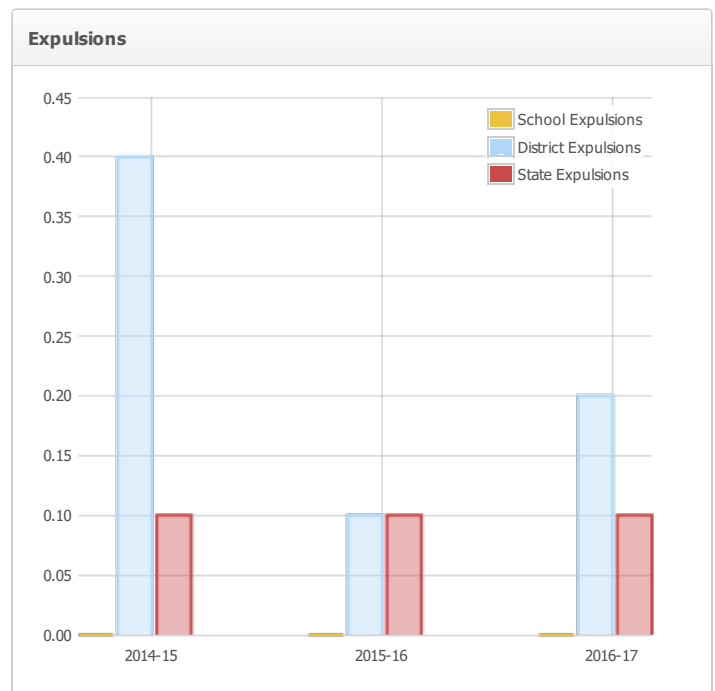
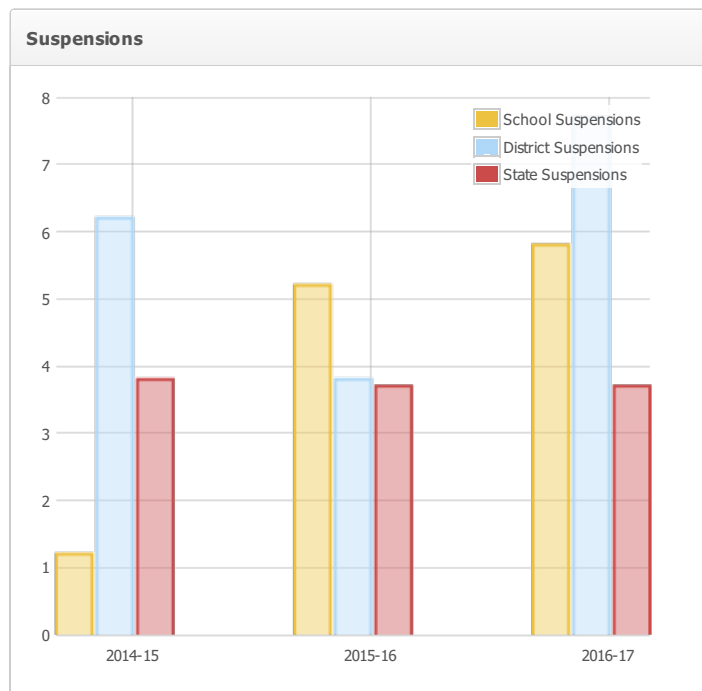
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.2%	5.2%	5.8%	6.2%	3.8%	7.7%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.4%	0.1%	0.2%	0.1%	0.1%	0.1%



Last updated: 12/14/2017

School Safety Plan (School Year 2017-18)

Dixon Montessori Charter School
 School Safety Plan
 355 North Almond Street
 Dixon CA, 95620

1. Introduction
 A Passion for Excellence

Mission
 DMCS emphasizes academic excellence and discovery within an environment that nurtures each student to achieve their individual greatest potential.

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

Values

Collaboration Integrity Sustainability Enthusiasm Innovative

School Description

The Dixon Montessori Charter School is a TK-8 community dedicated exclusively to students and learning. DMCS students live predominantly within the attendance boundaries of the Dixon Unified School District, while a minority of students reside in Yolo and Sacramento Counties and other surrounding towns within Solano County. The campus at 355 N. Almond Street is shared among DMCS and other small local and county programs.

The mission of DMCS is to achieve academic excellence for all students 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.

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Dixon Montessori provides purposefully designed experiences that lead to our Expected Student Learning Results or M.E.R.I. T.:

Motivated Learners
 Effective Communicators
 Respectful Citizens
 Innovative Thinkers
 Technologically Skilled

Please feel free to visit our webpage for more information regarding the school and our community www.dixonmontessori.org

School Goals Regarding Student Safety and School Climate

- A united DMCS staff will maintain a safe and positive learning environment for students and staff following the Positive Behavior Interventions and Supports model.
- DMCS will conduct monthly disaster drills to familiarize staff and students with the procedures necessary to react in a calm and safe fashion in the event of a natural disaster or crisis. DMCS will invite all programs on site to participate in these monthly disaster preparation exercises.
- DMCS will assess disaster response and safety procedures, revise and communicate revisions as needed.
- The staff at DMCS will model safe and respectful behavior in its interactions with students, parents, guardians and co-workers.
- Families will be notified of situations that cause or may have caused safety concerns on site
- The DMCS administration will encourage parents and staff to offer ideas and express concerns that allow us to be responsive in implementing policies and plans that contribute to better school safety and school climate.

2. Planning and Implementation

The plan will be reviewed annually by administrative, staff, student and parental representatives. The plan will be revised as needed to address site changes and needs.

3. General Information

- a.) Arrival: Campus supervision is available at 7:45 am on instructional days. Students may not be on school grounds prior to this time.
- b.) Drop-off/Pick-up etiquette: Students are dropped off between 7:45 am and 8:03 am, at the west side of the Multi Purpose Room, at the edge of the large parking lot. Drivers must be careful when driving in the area. A staff member is on hand to greet students and supervise drop off between 7:45 am and 8:03 am. The instructional day begins at 8:05 am. Students are expected to be in class and ready to begin their academic day at this time.
- c.) Dismissal: School ends at 2:30 pm on Monday, Tuesday, Thursday and Friday for grades K-3. School ends at 3:05 pm on Monday, Tuesday, Thursday and Friday for grades 4-8. On Wednesdays, all students leave campus at 12:15. TK students leave every day at 11:15 and will be escorted by a staff member to the front of the school building where they will directly meet their parent, guardian or individual listed on their emergency card.
- d.) Dismissal Procedures: K-1 students are dismissed directly to parents, guardians or individuals listed on the student's emergency card at the end of the school day. Students in other grades need to be picked up by parents, guardians or emergency contacts unless other arrangements have been made. Parents or guardians who want their students to go home on foot, on bike, bus, or by other means of transportation or with people not identified on the child's emergency card need to inform the school of these plans.
- e.) Students leaving school before the end of the day: If a student must be removed from DMCS prior to the end of the academic day, a parent, guardian or designee over the age of 18 needs to sign the student out on the DMCS – Student Check Out Log located on the front counter of the main office. The office will call the child's classroom and ask for the student to come to the main office. If a student will return, the adult must walk their child back into the front office and check them back in. It is not permitted for the adult to sign a child in and out at the same time.
- f.) Visitors: Visitors are welcome on campus. Visitors need to sign in on the DMCS - Visitor Log located on the front counter of the main office. Visitors need to wear an identification label while on campus. Visitors also need to sign out on the volunteer log in the main office before leaving campus.
- g.) Restroom facilities for site visitors: Visitors may use the bathrooms located in the room immediately next door to the main office. The office staff will direct visitors to these facilities. Student bathrooms are for student use only and may not be used by parents, guardians or visitors. If your child requires assistance in the restroom, the bathroom in the nurse's office is available for this purpose.

- h.) Contacting children at school: The school requests that phone contact of students in class be done for urgent reasons only. After school arrangements should be made prior to the start of the school day. When necessary, parents must call the front office at (707) 678-8953 to ask for a message to be sent to their child.
- i.) Phone usage: Students may use the office phone only if they are given a note from a staff member. Students may not use the phone to make arrangements with their friends after school.
- j.) Bicycles, skateboards and scooters: Students must park and lock their bikes in the bike rack only. Skateboards, bikes, scooters and skates may not be used or ridden in the school corridors or grounds. Bicycle riders must wear a bike helmet as mandated by state law. Bicycles should be licensed and registered with the Dixon Police Department. Students are not allowed in the bicycle rack area during the school day. The school is not responsible for theft or vandalism that occurs to bicycles, skateboards, scooters or other student transportation. Students may not use skates, skateboards, scooters or bikes during the school day. Bikes and scooters need to remain in the bike area and skateboards and skates need to be placed in a teacher designated part of the child's classroom.
- k.) Buses: The bus drop off zone is located in the circular drive in front of the school cafeteria. This zone should not be used for parking from 7:30 am to 3:30 pm. Parents who need bus transportation for their students may contact Dixon Redi Ride at (707) 678-5020.
- l.) Lost and Found: Lost items are placed in the Lost and Found bucket located outside the school cafeteria. Unclaimed items that cannot be reunited with their owners will be donated to a charitable organization at anytime.
- m.) Change of address or phone number: Please inform to school office immediately if you move or change your home, work or cell number.
- n.) Communication: The school newsletter, the Dragonfly Digest, is sent out electronically every other week. Teachers also have newsletters to keep parents and guardians informed about classroom news. Announcements are sent out electronically on a regular basis to keep families informed about class events, special projects and school events.

4. Positive Learning Environment

- a.) Parent and Community Involvement: Dixon Montessori Charter School relies upon parents and guardians to serve as our educational partners. Parental and community involvement is a key component of our academic program. Families agree to support learning by donating a minimum of twenty hours of time during the school year. Volunteer opportunities include, but are not limited to, assisting in classrooms, chaperoning on field trips, providing transportation for field trips, preparing materials for use in the classroom, giving special lessons, listening to students read, beautification of the school grounds, preparing classrooms for the start of the school year, PTO, fundraising, service on the governing board, coordinating our uniform exchange, Book Fair, Dragonfly Dinner and Auction, Fall Festival, May Fair Parade Float, furniture repair, washing classroom towels, school library, school garden, playground maintenance, etc.
- b.) Academic Intervention: The DMCS staff provides instruction to all students at their own instructional level. Students who are struggling receive additional assistance from staff members, interventions and, if indicated by an IEP, special education services.
- c.) Talent Show: DMCS students may participate in an annual talent show.
- d.) Meet and Greet Picnic: Prior to the start of each academic year, parents, students and teachers meet on a pre-arranged date to get information about the up-coming school year. When possible students and families have the opportunity to meet the teacher they will have the following year and learn who will be in their class.
- e.) Class Placement Information: Parents may provide the school with information they would like considered when making class placements.
- f.) School Survey: Parents are asked to fill out a survey at the end of each school year that will be used for planning and evaluative purposes.
- g.) Yearbook: A student yearbook is created and available for purchase each year.
- h.) Dress Code: Students are expected to follow the school wide dress code policy as stated in the Student Handbook.
- j.) Spirit Days: DMCS has one spirit day per month when all students and staff are asked to dress with a certain theme as a way of showing their school spirit. These days are announced in the student handbook and on the website.

5. Discipline and Student Safety

DMCS operates under the principle that every child has the right to be safe and feel safe at school. The school promotes good citizenship, peaceful resolution of conflict through active listening and negotiation, social responsibility and expression of feelings in a healthy manner. Individual classrooms have rules that are established to support a productive environment of mutual respect and harmony. Additionally DMCS has an expected school wide behavior matrix.

Common Areas Be Safe Be Respectful Be Responsible

All common Areas · Walk facing forward

- Keep hands, feet, and objects to self
- Use equipment and materials appropriately
- Use kind words and actions
- Wait for your turn
- Clean up after yourself
- Follow adult directions
- Respect school and personal property
- Follow the dresscode · Follow school rules
- Be honest

Cafeteria · Walking feet only

- Keep all food to self
- Sit with feet on floor, bottom on bench, and facing table
- Keep tables and benches still · Allow anyone to sit next to you
- Use quiet voices
- Clean your area
- Use manners · Wait to be excused
- Get all utensils, milk, etc. when first going through the line

Playground/ Recess · Walk to and from playground

- Stay within boundaries
- Be aware of activities/ games around you
- Climb on playground equipment only
- No play fighting
- No gun play
- What is on the ground stays on the ground · Play fairly
- Use kind words
- Follow the rules of the game
- Use good sportsmanship

- Use bathroom appropriately
- Use the restroom and get drinks at recess

Passing Areas

Halls/breezeways · Stay outside the yellow line

- Keep hands and feet to yourself
- Walking only · Hold door open for others
- Use quiet voices
- Smile and nod only
- Stay on sidewalks

Bathrooms · Keep feet on floor

- Keep water in the sink
- Wash hands
- Put towels in garbage can · Give people privacy
- Use quiet voices
- No playing · Flush toilet
- Return to room promptly
- Use at appropriate time

Arrival and Dismissal Areas · Use sidewalks and crosswalks

- Wait in designated areas
- Stay within boundaries · Follow adult directions
- Arrive on time
- Leave on time
- Walk bikes and scooters
- Get teacher permission to use any phone on campus

Assemblies · Wait for arrival and dismissal signal · Keep hands and feet to self

- Sit on bottom
- See common areas

Classroom · Walk only

- Use materials appropriately
- Sit properly
- Ask permission to leave
- Follow safety procedures · Use quiet voices
- Use kind words
- Share
- Listen and follow directions
- Follow class routines
- Keep belongings organized
- Clean your space
- Stay on task
- Actively listen
- Be prepared
- Be honest

HEALTH AND SAFETY OF PUPILS AND STAFF

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, DMCS has adopted and implemented full health and safety procedures in consultation with its insurance carriers and risk management experts. These documents are maintained at the DMCS school site and are available upon request.

The following is a summary of the health and safety policies of DMCS:

Procedures for Background Checks

Employees and contractors of DMCS are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of DMCS shall monitor compliance with this policy and report to the DMCS Board of Directors on a quarterly basis. The DMCS Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Employees will be tested for tuberculosis prior to commencing employment as required by Education Code Section 49406.

Immunizations

All enrolled students and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

DMCS adheres to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, et seq., as applicable to the grade levels served by DMCS.

Diabetes

DMCS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

DMCS adheres to a School Safety Plan/Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If utilizing facilities that were previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for DMCS.

Bloodborne Pathogens

DMCS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the work place. The DMCS Board of Directors maintains a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

DMCS functions as a drug-, alcohol- and smoke-free workplace.

Facility Safety

DMCS complies with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or the California Building Standards Code. DMCS tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. DMCS conducts fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

DMCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. DMCS has adopted a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the DMCS discrimination and harassment policies.

PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at DMCS. In creating this policy, DMCS has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. DMCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as DMCS's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures clearly describes discipline expectations, and it is printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The DMCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom DMCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. DMCS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom DMCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students and shall notify the District of the same.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at DMCS or at any other school, or 3) a DMCS sponsored event. A student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

1. while on school grounds;
2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus; or
4. during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 - r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference--Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians--At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion--Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or

designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the DMCS Board of Directors following a hearing before it or by the DMCS Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the DMCS Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Charter School Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

DMCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the DMCS Board of Directors, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the DMCS Board of Directors or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the DMCS Board of Directors who will make a final determination regarding the expulsion. The final decision by the DMCS Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the DMCS Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee following a decision of the DMCS Board of Directors to expel shall send written notice of the decision to expel, including the DMCS Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with DMCS.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

DMCS shall maintain records of all student suspensions and expulsions at DMCS. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from DMCS as the DMCS Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

DMCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from DMCS shall be given a rehabilitation plan upon expulsion as developed by the DMCS Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to DMCS for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the DMCS Board of Directors following a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the DMCS Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the DMCS's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA--DMCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who DMCS or the SELPA would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10)

school days during a school year.

2. Services During Suspension--Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
3. Procedural Safeguards/Manifestation Determination--Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, DMCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the DMCS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If DMCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that DMCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and DMCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If DMCS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then DMCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals--The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or DMCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or DMCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and DMCS agree otherwise.

5. Special Circumstances--DMCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting--The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services--A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated DMCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if DMCS had knowledge that the student was disabled before the behavior occurred.

DMCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to DMCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other DMCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other DMCS supervisory personnel.

If DMCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If DMCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. DMCS shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by DMCS pending the results of the evaluation.

DMCS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

6. Questions and Concerns

To maintain positive and open relationships between home and school, DMCS has established the following procedures to deal with any complaint or concern at the school:

- 1) Contact your child's teacher to discuss the concern and try to establish a satisfactory resolution for the complaint or concern.
- 2) If the issue is not resolved by talking with the teacher, contact the director for intervention.
- 3) If the issue is yet not resolved, a Uniform Complaint Form and procedures are available in the office or on the website and will be handled through the Governing Board Complaint policy.

7. Student Health and Safety

Emergency Cards

New emergency cards are required each year. These cards go home on the first day of school and are due the next school day. Families are asked to take special care to provide names and telephone numbers of individuals who are authorized to care for their child when they cannot be reached. All contacts must be over the age of 18. Families must notify the school if there are changes in the information listed on the card. Children will not be released to anyone whose name is not on the child's emergency card.

Health

The DMCS office has first aid supplies for minor injuries. If a child is ill or hurt, a staff member will phone the parents from the emergency contact information sheet. The child will wait in the office with an adult until a parent or guardian arrives. In the event of a serious emergency, emergency personnel will be notified.

When a child shows signs of illness such as fever, nausea, or flu s/he should not attend school. When a child becomes ill while at school, a parent or other authorized person will be called and will be required to pick up the child as soon as possible.

If an injury is more serious, staff will take steps necessary to obtain emergency medical care:

1. Appropriate first aid will be administered.
2. The school nurse or school health technician will be contacted, if available.
3. Parent will be contacted and emergency form instructions will be followed.
4. If necessary, an ambulance or paramedic will be contacted and the child will be taken to the nearest emergency treatment center.

Allergies

If a child has food or other allergies the parents or guardians must notify both the child's teacher and the Executive Director or Executive Assistant and explain what should be avoided.

Prescription Medication

Students are prohibited from carrying over-the-counter or prescription medication (inhalers, allergy medication, Tylenol, cough drops, etc.) at school. If the child's doctor has prescribed medication that must be taken during the school day, even on an occasional basis, the office must be contacted for the appropriate paperwork and procedural information.

Health Screenings

Students receive health screenings as required by Ed Code and potential problems and concerns are reported to their families.

Vaccinations and Health Examinations

DMCS informs parents of required physical and dental examinations and requires that students have these mandated examinations as a condition of school participation. Parents must provide either proof of required vaccinations or a waiver letter/letter of no known risks for their children. DMCS keeps vaccination and required physical/dental examination records for each student. Families who provide a waiver for vaccinations are informed that their child may not be able to attend school during certain health outbreaks such as measles or whooping cough.

Mandated Reporting

DMCS school personnel will immediately report any suspected or actual cases of child abuse. Staff members must report any suspected or actual child abuse to the director and make a report to CPS by phone and complete the written report within 24 hours

All DMCS employees are considered child care custodians and have certified in their contracts that they have knowledge of California Penal Code section 1116 and will comply with its provisions.

8. Disaster Procedures

Emergency Numbers

Dixon Police Department

(707) 678-7070

Dixon Fire Department (707) 678-7060

Solano County Office of Emergency Services (707) 421-6330

Red Cross – Solano Chapter (707) 643-5683

PG & E (800) 743-5000

California Water Company (707) 678-5928

911 Emergency Procedures

- State emergency
- Remain calm
- Give your name and address – 355 N Almond, Dixon
- Listen and allow 911 employee to direct the conversation
- Answer questions clearly and calmly
- Remain on the phone and do not hang up until directed to do so by the dispatcher

Natural Disaster and Fire Alarm Procedures for Teaching Staff

- Unlock and close all classroom doors
- Remove all students to designated evacuation zone
- Take a class list and safety clipboard with you
- Take role. Report any missing students immediately by holding up the red card.
- If your class is with the music or PE instructor or at lunch, report to the evacuation zone with your class list and locate your students immediately

Disaster Drill Procedure

- An alarm sound or phone page indicating that students must vacate the building. Teacher unlocks the classroom door, grabs the emergency clipboard with class roster and red and green cards. Teacher monitors that all students have left room in a single file, orderly fashion and that no one remains in the room. When the last person is out of the room the door should be closed and remain unlocked.
- Students and teacher proceed quietly and calmly along the evacuation route to the designated safety zone.
- Teacher takes role to determine if all students are present.
- When all students are accounted for the teacher holds up the green card to indicate that everyone has made it from the building safely. If a student is missing and unaccounted for then a red card is held in the air. This indicates that we must determine the location of a missing student.
- The designated staff member will check to see that all room doors are shut and unlocked and then go to the safety zone.
- The designated staff member will go to the safety zone, check that all teachers are holding green cards, and then leave the safety zone to report to the disaster headquarters at the front of the school. If students are reported missing with a red card and their whereabouts cannot be pinpointed immediately this information will be given to the disaster headquarters so that a more widespread search can be conducted.
- When a bell indicates that it is safe to re-enter the building, students and teachers return to their classes in a calm and quiet line returning along the same route they took when they went to the safety zone.

Earthquake Drill

- In the event of an earthquake drill, an announcement will be made that there has been an earthquake. Students should take cover underneath desks and furniture and protect their heads by covering them with their hands and arms. The fire alarm will sound when students should leave the building. When the alarm sounds follow the emergency procedure guidelines above.

Evacuation Drill

- The C. A. Jacobs multipurpose room and Northwest Park have been designated as evacuation sites where students could be relocated in the event that our school was not safe to occupy. To reach C.A. Jacobs staff members would use the pathway at the west edge of our campus that connects the two school sites. Staff members would lead students east on N. Almond Street to reach Northwest Park. Our school cafeteria is available to students at C.A. Jacobs and other district schools that must be relocated for safety reasons.

Emergency Situations and Emergency Procedures Bomb Threat

Responsibility Action

Person who accepts call from bomber Remain calm, listen and ask for the following information:

- When will the bomb go off?
- Where is the bomb located?
- What does the bomb look like?

Try to:

- Determine if the caller is familiar with the facility
- Determine sex and age of caller
- Note characteristics of the caller's voice and any speech patterns, accents, background noises
- Determine the origin of the call

Notify director. Write out what the caller said in entirety.

Director Notify police department, fire department and district office

Director The director may give instructions for the following actions:

- Caution all staff against picking up strange objects
- Request a visual inspection of building and grounds by staff
- Instruct staff not to touch or disturb any suspicious objects
- Evacuate a portion of the campus where a suspected bomb is located. Evacuating the building may not be the best course of action.
- Relocate to a different part of the building.
- Evacuate along a designated route away from the suspicious object

Director Have suspicious object inspected by police or fire departments and relocate students and staff as needed

Director/staff Continue with regular program or carry out alternate plans as warranted by site safety conditions

Chemical Accidents

Responsibility Action

Director Notify the site that all staff and students must remain indoors

Staff Shut down air conditioners, shut windows and doors.

Teachers Take role and call office if any students are unaccounted for

Office Manager Notify police department and request emergency medical help if needed

Director/staff Evacuate students to remote location as needed. Evacuation

route should move students cross wind rather than up or down wind to avoid inhalation of toxic fumes

Director/staff Continue with regular program or carry out alternate plans as warranted by conditions

Earthquake

Responsibility Action

Teacher Tell students to duck and cover

Teacher/director Leave the building when the quake has subsided. A bell will be used as a signal to leave the building if operational.

Teacher Take roll and report any unaccounted student to designated staff members

All staff Administer first aid

Custodian Shut off gas and electricity as needed

Director Have building checked by competent authority for structural soundness

Director/staff Do not allow anyone to return to the building until checked and cleared for safety

Director Either continue with regular program or carry out alternate plans as warranted by building condition.

Evacuation of Site

Responsibility Action

Director Communicate to all staff the need to evacuate site and take students to a secure location – typically C.A. Jacobs or Northwest Park

Teachers Walk students to designated location. Take class list and parent contact information with you.

Office Manager Post sign in front of school indicating where the students have been relocated

Designated Staff/Teachers Check buildings for unlocked, closed doors. Ascertain that no students have remained behind in buildings. Report to designated evacuation location with any students who may have remained behind. Report any students that you may have with you to the director

Teachers Take role and report any unaccounted students

All Staff Remain at evacuation site until it is safe to return to school facility. If necessary, be prepared to contact families if student pick up is required. The message to parents should be delivered calmly and briefly.

Explosion or Threat of Explosion

Responsibility Action

Teacher/director If an unanticipated explosion occurs on site, duck and cover and

then leave the building once the blast has past. An emergency alarm will be sounded and police and fire departments notified.

Director Move to a safe area away from the building – either the designated fire zone area or if necessary to C.A. Jacobs multi purpose room or Northwest Park.

Teachers Take roll and report any unaccounted student to designated

Teachers

All Staff Administer first aid

Teacher/director Keep students from returning to buildings until approval is given by police or fire department

All staff/director Prepare to execute any other action as instructed by director and emergency officials

Fire

Responsibility Action

Staff Sound fire alarm

Office Manager Notify the fire department

Teachers Evacuate the building to designated safety zone

Designated staff Determine that all students have left the building and that doors are unlocked and closed

Teachers Take roll, report unaccounted students and maintain control of students at a safe distance from the building, the fire and fire fighting equipment

All staff Administer first aid

Director Locate any unaccounted students

All staff Keep students away from fire access zones and prevent students from returning to building for personal belongings

Custodian Turn off gas

Director Determine if students must be evacuated to a remote location

All staff Do not return to the school until it has been declared safe to do so by the Fire Department

Lock Down

Responsibility Action

Director Notify staff through the phone paging system and hand held radios that a lockdown situation exists. The announcement "Maria Montessori is on campus" is the signal to lock down. Depending on the location and time of the threat, lockdown may happen in your classrooms, the cafeteria or C.A. Jacobs multi-purpose room. Teachers will be told to go to a given location or stay in their classrooms following the lock down signal. If a threat comes from the back of the campus while students are outside, children will be moved silently into the cafeteria. If an intruder comes onto campus from N. Almond Street while students are outside students would be moved to C.A. Jacobs. Students inside the buildings would lock down inside and not be moved. If a lock down occurs before school begins or after dismissal, students would lock down in the cafeteria if possible.

Teachers Lock doors and close drapes and blinds. Try to block any view into the classroom. Prevent students from leaving the room.

Turn desks and furniture over and face them toward the windows and doors. Identify the best area in the room for students to position themselves on the floor.

Take role and report missing students to the office. Do not open the door for anyone other than law enforcement or school administrators. Call extension 150 with any vital information. Call 911 if you have vital information and cannot reach extension 150. Shut off lights and do not respond to knocks or voices at the door unless directed to do so by law enforcement or a school administrator.

Director Notify the police department and lock main gate if possible.

Teachers Keep door locked and students inside building until directed that the building is safe and the threat has passed. Follow instructions that are issued about releasing students to parents. Children will only be released to parents from a lock down classroom situation when it does not pose a safety threat to students and staff. Remain with students and keep them quiet so the room appears vacant. Do not respond to a fire alarm and only evacuate if directed to do so by a school administrator or law enforcement. Turn on your computer and log into the school network. If you have a cell phone turn it on. Communicate with e-mail and look for e-mail communication from the office. Do not talk about the incident until after there has been a chance to debrief what has happened.

All Staff Administer first aid as needed

Tornado or Severe Windstorm

Responsibility Action

Director Notify staff

Staff Take precautions to minimize the possibility of flying objects and shattered glass.

Teachers Have students remain indoors near an inside wall. Avoid

structures on campus with large roof spans and portable classes. Evacuate classrooms bearing full force of wind – Rooms 5 through 9 have more shelter from the wind than Rooms 10 through 14.

Staff Listen to local radio station for advisory information

Custodian Turn off gas

Teachers Notify office of any unaccounted students

Last updated: 1/23/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Last updated: 12/14/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13.0	4	0	0	15.0	4	0	0	9.0	5	1	0
1	13.0	4	0	0	11.0	4	0	0	18.0	2	1	0
2	13.0	4	0	0	13.0	4	0	0	11.0	4	0	0
3	13.0	4	0	0	13.0	4	0	0	13.0	4	0	0
4	13.0	4	0	0	12.0	4	0	0	52.0	0	0	1
5	12.0	4	0	0	14.0	4	0	0	51.0	0	0	1
6	16.0	8	4	0	45.0	0	0	5	46.0	0	0	5
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 12/14/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	0	2	0	60.0	0	0	1	53.0	0	0	1
Mathematics	26.0	1	1	0	59.0	0	0	1	53.0	0	0	1
Science	26.0	1	1	0	31.0	0	1	1	27.0	0	2	0
Social Science	16.0	2	2	0	59.0	0	0	1	53.0	0	0	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/14/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	30.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.9	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/23/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7940.8	\$1254.8	\$6686.0	\$46307.0
District	N/A	N/A	\$0.0	\$68111.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-38.1%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	1.7%	-40.3%

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

Last updated: 1/25/2018

Types of Services Funded (Fiscal Year 2016-17)

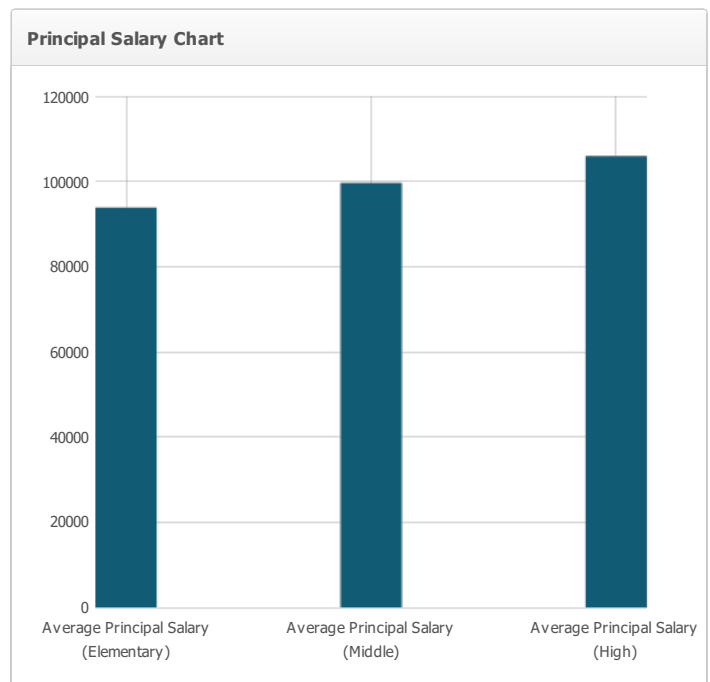
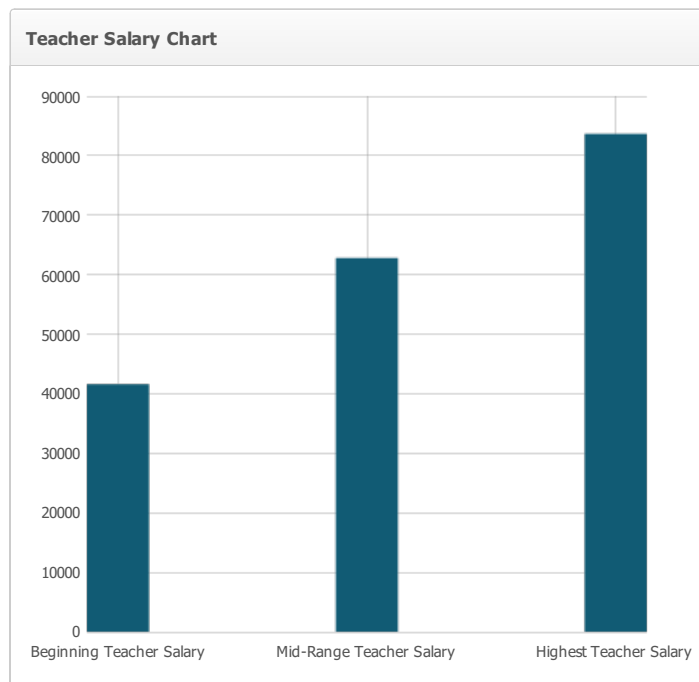
- * Teacher Aid/Paraprofessional assistance in each grade level (50% aid in K-1, 50% in 2-3, 25% in 4-5)
- * After school tutoring offered in all grades
- * Reading Support
- * EL Specialist
- * Study Skills Support Groups
- * Learning Lab available to students with additional needs
- * On Site Speech and Language Pathologist
- * OT oversight of sensory needs
- * Sensory Breaks as needed
- * Psychologist, Counselor, Nurse and Social Worker available as needed

Last updated: 1/23/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,611	\$44,144
Mid-Range Teacher Salary	\$62,810	\$69,119
Highest Teacher Salary	\$83,662	\$86,005
Average Principal Salary (Elementary)	\$93,838	\$106,785
Average Principal Salary (Middle)	\$99,645	\$111,569
Average Principal Salary (High)	\$105,916	\$121,395
Superintendent Salary	\$181,167	\$178,104
Percent of Budget for Teacher Salaries	39.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/23/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/23/2018

Professional Development

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

DMCS Professional Development Schedule 2015-16
August 10

iReady - Curriculum Associates

August 12

RtI - Accommodation/Modification; Intervention Strategies
Ms. Amy, Ms. Rachael, Mr. Ben, Ms. Ashley

September 9

Tech – Google docs, etc. - Ms. Krista
Envision Math Training - Pearson

October 7

iREADY (Part 2) - Curriculum Associates

November 4

CELDT and EL/Language Acquisition Strategies - Mr. Ben

December 9

PBIS review - PBIS team

January 13

Anti-bullying assembly - Michael Pritchard (presenter)

February 24-

Reading and ELA strategies for instruction and assessment - Mr. Ben and Ms. Rachael

March 23

CAASPP training - Ms. Krista

April 27

CAASPP training - Ms. Joanne

May 4

Reaching Students who are Excelling - Ms. Joanne

June 1

Closing Shop - Ms. Joanne

****Professional Development 2016-2017****
CPT - Professional Development Schedule
2016-2017

August 2nd- Introduction to technology at DMCS

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

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

August 9th -

- Safety and Supervision Training - Ms. Joanne

- Mandated Reporter Training - Ms. Joanne

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

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

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

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

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

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

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

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

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

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

January through April - Bi-Weekly CAASPP Training

****Professional Development 2016-2017****
CPT - Professional Development Schedule 2016-2017

Bi-Weekly CPT (Common Planning Time) collaboration for grade levels

Monthly PBIS (Positive Behavior Intervention and Supports) meetings

August- Child Abuse and Neglect online Training for all Staff

August 1st - PowerSchool Training

August 4th - Words Their Way Training

August 5th - Effective Questioning Workshop

August 7th - iReady Training

August 8th - Playworks Training

September 6th - iReady Training - All teachers

October- Youth Suicide Online training for all Staff

October 11th - Offsite CAASPP Trainig for 1 staff member

November 29th - Offsite CPI Trainig for 4 staff members

Last updated: 1/23/2018