WASC

Self Study Report

November 8-10, 2021

355 N. Almond
Dixon, CA 95620
http://www.dixonmontessori.org/

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Preface

The process of this self-study began in the midst of COVID with all students and teachers meeting virtually via Zoom and through the Canvas Learning Management System. Jamie Myers, music teacher, was named WASC Coordinator and began by creating a timeline of tasks to be completed, which was shared with our advisory board, parents, and staff members. Focus Groups were developed with representation by teachers from every grade level and department, as well as support staff, Special Education, parents, administrators, and our counselor. Groups met virtually and worked through shared documents to provide insight in each area of the study.

In addition to our work with focus groups, the school has provided opportunities for anonymous surveys to be completed by parents, students, and staff in all areas of our campus life. Assessment data from the years following our last self-study has been gathered, disaggregated, and reviewed. All stakeholders have been informed as progress has been made and their input has been continuously sought in an effort to provide the most well-rounded study representing a variety of perspectives.

Finally, an action plan was created to provide a clear path to success in our areas of growth. This action plan was written with input and feedback from all stakeholders.

WASC Plan & Timeline HERE

Administration
Benjamin Ernest, Executive Director
Lakshmi Aradhya, Dean of Students
Chris Wolf, Academic Services Administrator
Angela Miller

Staff Teams
Kindergarten/First Grade
Second/Third Grade
Fourth/Fifth/Sixth Grade
Middle School (7th-8th)
Special Education and Intervention
Specials Staff (Music, P.E., and Science)

Governing Board Members
Greg Trip, Chair
Dean Crechriou, Treasurer
Yvette Seibert, Secretary
Regina Espinoza
Francisco Guizar
Jeremy McInturf
Caitlin O'Halloran, Authorizer Representative
Meet the Board - Click Here

Charter School Advisory Committee
Ben Ernest, Executive Director
Teacher Representatives
Student Representatives
Community Representatives
Parent Representatives

Stipend Positions
PTO Rep - Robin Ferguson
Board Rep - Jamie Myers
Community Outreach - Leticia Mendez
PBIS Committee Members -

- Lakshmi Aradhya- Committee Chair
- Nikki Moslehi
- David Ladd
- Sibylla Bricka
- Sandra Sanchez

Team Representatives

- TK/K/1 Team - Valerie Andrews
- 2/3 Team - Melissa Moore
- 4/5/6 Team - Autumn Ernest & Kristin Mauro
- Middle School Team - Jessica Angulo
- Specials Team - Cameron Jones
- Special Education -
- RtI & ELD - Angela Miller

Full Staff List

Chapter I: Progress Report

Significant Developments

- Change in Administration in Fall of 2018 (New Director and Dean of Students)
- Installation of new EL Specialist 2018
- 5 Year Charter Renewal completed spring of 2019
- 100% Distance learning March 2020 through March 2021
- Hybrid learning March 2021-May 2021
  Most students had ½ days at school Mon-Thur with a ½ day of asynchronous distance learning in music, PE, and science, then Friday morning zoom. A few students continued with full distance learning requiring teachers to teach both in room and zoom students at the same time.
- No CAASPP Testing 2019-2020 School Year
- Hybrid CAASPP Testing 2020-2021 School Year
- 100% of all Math, ELA, and Science Curriculum is aligned with the CA State Standards

Implementation and Monitoring of Schoolwide Action Plan/SPSA aligned with LCAP goals:

With all stakeholders involved in the process of creating and reviewing our LCAP goals annually, each subgroup of contributors is aware of our areas for growth and invested in the process of executing the schoolwide action plan (SPSA) to achieve the desired results. Over the past three years we have worked to realign our LCAP goals with our WASC goals to focus our efforts with greater intensity on the areas of highest concern.

Our LCAP goals and Schoolwide Action Plan are shared with all stakeholders in board meetings, at “Coffee with the Director” for parents, at our Charter Advisory Committee meetings, at staff meetings and in professional development settings. Teachers are encouraged to align their professional and classroom goals with steps that are supportive of our overall action plan. These steps are made to ensure unity of effort among team members and to keep these goals and actions at the forefront of our minds when making decisions.

Our executive director and administrative team revisit these goals and actions throughout the course of the school year. They update staff as needed, offer professional development, and at times refocus our efforts to keep us on course.

- Full LCAP Report HERE
- 2021-2022 LCAP Goals HERE

Progress Summary on Current Schoolwide Action Plan:

1. **Students will become proficient or higher in the areas of phonics and phonemic awareness through increased professional development, curricular needs and alignment of CCSS with the Montessori Philosophy.**

DMCS has made significant strides in the areas of phonics and phonemic awareness by implementing the following:

- Go Phonics curriculum is used consistently for the Kindergarten - 3rd grade classes. There has been a lot of support by having a curriculum leader to help with the instruction and materials.
- Zoo Phonics is used consistently with the TK-1 grades. This is a very kinesthetic approach and has provided a lot of success with students learning their sounds.

- Montessori materials are provided for the students to learn the sounds with a hands on, tactile approach. These materials have been linked to individual standards aligning our Montessori philosophy with California Common Core.
- Reading WIN Academy (Tier 2 Response to Intervention in a daily pull-out format) has a strong concentration and influence on the primary grades.
- Some 2nd & 3rd grade teachers are using SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) in their classrooms to target phonics and phonemic awareness skills.
- Words Their Way Spelling has supported the differentiation of instruction with an emphasis on phonics.
- Barton Reading and Spelling System is an explicit and systematic phonics instruction conducted one-on-one for our special learners..
- Reading A-Z is used for reading/phonics instruction and progress monitoring through the use of running records, which measure students' instructional and independent reading levels. Reading instruction during specialized academic instruction is based on students' instructional reading level so that they gain the skills necessary to progress to the next reading level. Students are re-assessed every four to six weeks to ensure timely progress monitoring.
- Professional development and training has been provided to teachers for Words Their Way, Barton Reading, and the Collaborative Classroom, creator of SIPPS. These PD opportunities have, and will continue to strengthen the support we offer students and broaden the base for the number of students and classes who participate in these new curricular strategies.

DMCS Local Assessment Data

2. English learners will become proficient or higher in ELA and Math through increased professional development, assessment, and monitoring of students.

In 2018, we hired a full time English Language Development teacher. In 2021, this position became an administrator position at DMCS and now includes all student services support needs (training and preparation for CAASPP and ELPAC) as well as serving as the ELD teacher. Our English Learners have been provided with appropriate instruction to support their language needs, aligned with the standards assessed in the ELPAC. English Learners are identified, tested, and placed according to their proficiency levels. They receive 30 minutes of designated ELD time each day and lessons are aligned with CCSS and English language development standards. In addition, these students receive integrated ELD through lessons within the classroom using GLAD strategies and sheltered instruction. While just a few teachers have been directly trained through GLAD programs, our school continues to hold professional development opportunities for all teachers to learn and implement these strategies in their classrooms. We could use more training and support in this area and have PD sessions planned for the 2021-2022 school year.

DMCS has increased progress in the monitoring of EL students to ensure language growth and development. Students are monitored a minimum of twice a year. If a student is not growing, we set a plan in place for further intervention through a multi-tiered system of supports. We also monitor student progress of our Reclassified Fluent English Proficient (RFEP) students for a minimum of four years after the reclassification date.

DMCS provides appropriate assessment support for EL students by allowing more time, separate settings, simplified instructions, and other appropriate accommodations made through a student's individualized EL plan or as needed for local assessments.

It has been difficult to accurately show growth in academics and language instruction for our

English learners since the ELPAC is a fairly new assessment. On local scores we have switched assessment tools so it is difficult to show growth on that as well. However, we have seen incredible progress in our students and our reclassification rate for 2018-2019 was 19.5% and for 2019-2020 it was 25%.

3. **School culture and climate will increase positively with the further implementation of PBIS. Thus creating a better learning environment leading to an increased number of students reaching proficiency levels.**

In **2016, DMCS hired a Dean of Students** who developed and trained a PBIS team. Together, they have created and continue to develop a PBIS matrix for the school.
PBIS Progressive Discipline Matrix Here

The **PBIS team** tracks our school's progress in overall PBIS growth and has been working to increase staff knowledge and expectations for all three tier levels of intervention. In addition, they have led the staff in moving our classes toward the use of a schoolwide classroom management system that emphasizes positive reinforcement and provides clear expectations and consequences for all environments on campus.
DMCS Classroom Management Plan Here
Think Slip: Enforcement Step 4

Positive reinforcement systems have been implemented in each grade level group to add a fun, tangible component to the PBIS plan for our school. The K/1 team has been using a chart with colored cards that coincide with our schoolwide system. The TK grade level uses a clip chart that shows students' behaviors in alignment with this system as well. Other classrooms fill a marble jar or earn a series of points towards individual and class rewards. All over campus, students are motivated to earn "Caught Being Good" tickets for the positive choices they make throughout the day in all environments on campus. These tickets are entered into monthly drawings for prizes like a pizza lunch, time with an adult they admire, or popsicles after school.

Monthly MERIT Rallies teach students about important character traits such as grit, kindness, honesty, integrity, and cooperation. Students from each class are recognized for their accomplishments in these areas and given ideas on how to further grow as a student of MERIT. (Motivated Learner, Effective Communicator, Respectful Citizen, Innovative Thinker, and Technologically Skilled: our ESLRs). As our students grow socially and emotionally, our campus grows in the area of emotional and physical safety for all with a no-tolerance policy for bullying. The safe spaces that are created in each classroom and around campus allow our students to focus on the learning that needs to take place.

Kickboard is a PBIS software management system that has become a major component in ensuring the effectiveness of our PBIS program. Students receive points for positive behavior choices and teachers strive to give positive reinforcement at a ratio of at least 4:1 to negative reinforcement. The points students receive can be used to earn opportunities they appreciate such as taking shoes off in class, chewing gum, working with a stuffed animal at their side, or sitting in the teacher's chair. Kickboard also streamlines communication with parents who can sign up to view their student's daily progress and helps our teachers collect accurate student data regarding how often students have behavior issues and of what nature. Teachers or administrators can run reports to view data to find trends in behaviors and address them with more specificity. The area that seems to be lacking is 100% buy-in from all staff members. While a majority of our staff utilize this system on a regular basis, others don't see the need for it or use it inconsistently with lackluster effort, which creates confusion for some students and prevents the campus from achieving the fullness of the goals we're trying to reach. It is important that this platform be used schoolwide by all teachers, staff and admin in order to ensure it's fidelity.

4. **The school board and director will be held accountable for increased focus on goals through the use of the board calendar and director reporting thus increasing student achievement.**

DMCS has implemented new procedures to aid our advisory board in direct focus on our goals, progress, and student achievement. Each month, the board visits the annual board calendar to ensure we're on track and no gaps are being overlooked. This calendar ensures that our board reviews our bylaws, policies, LCAP, WASC action plan, budget, Education Protection Account (EPA) charter renewal, employee credentialing and benefits, testing plans/strategies, and overall student achievement.
Board Calendar Link Here

Board meetings are held monthly with standard agendas and reports from each committee, the director, dean of students, PTO representative, and staff representative. The executive director gives an annual update on our LCAP/WASC goals with achievement statistics based on our benchmark testing results through STAR/Renaissance as well as our behavior/school climate update through Kickboard reports. Teaching strategies, professional development and other plans are shared so the board is always apprised of our current status in student achievement progress. The board holds the executive director responsible for executing steps in the action plan designed to help us meet our stated goals.

Progress in School Wide Critical Areas for Follow Up per Prior Visit:

The Committee recommends...

1. **Simplify and clarify the school mission, vision, values, and goals. All stakeholders should be involved; critical for school culture.**

Through a series of Board Workshops each year (which included participants from all stakeholder groups), the school's mission and vision statement were reviewed, annalized, discussed, and revised. A study of The Seven Outs: Strategic Planning Made Easy for Charter Schools, by Brian L. Carpenter, assisted in this effort.

Our staff, Charter Advisory Committee, and the Board of Directors now visits the Mission & Vision of DMCS annually to consider any updates that may be needed. This also assists our stakeholders to ensure all policies, procedures, and goals at DMCS are run through the filter of these statements.

DMCS Mission & Vision Statements HERE

2. **Rigorous, curricular focus on CCSS including designated ELD is necessary in order to maintain the high student academic achievement levels.**

The California Common Core State Standards have been brought to the forefront of our staff through a series of professional development trainings and team strategy sessions. Teachers meet in grade level teams to iron out details of their scope and sequence to ensure each grade level covers each standard, prepares students for their upcoming grade, and no gaps are overlooked. In addition, our report cards have been broken down into segments that clearly state the standards for each grade level and reflect student progress from one trimester to the next.

As stated above, our ELD administrator provides appropriate oversight and instruction to support our EL language needs, aligned with the standards assessed in the ELPAC. In

addition, all classroom teachers are expected to provide EL support through sheltered instruction. We continue to see progress in the proficiency levels of our EL students, leading them to higher levels of academic achievement in all subject areas. (See page 4, #2).

3. Engage students with rigorous, evidence based strategies designed to augment the learning experience and promote the ESLRs.

At all grade levels, explicit teaching of well planned, highly structured lessons - paired with frequent, formative assessments (both formal and informal) - ultimately guide differentiated instruction in response to the unique needs of each student. Goal setting, combined with multiple exposures to subject matter and collaborative learning provide a rigorous standard for all DMCS students.

Montessori methods and manipulatives are used in the TK-3rd grade classrooms to engage students in active, hands-on work that immerses them in learning. Materials are utilized for math, language, geography, reading, writing, and more. These “jobs” are aligned with Common Core State Standards and designed to grow with the child and challenge them to next level learning. This often means while some students are working at grade level, others are working at one or more grade levels above so that each individual student progresses forward from their starting bench mark.

A similar system continues for our 4th-8th grade students as Project Based Learning is employed to help keep students engaged in real world, personally meaningful projects as they learn core standards in all subjects, including science and social studies. Students are led by curiosity and often dig deeper than the standard curriculum would take them so that their end results demonstrate higher levels of Bloom’s Taxonomy. Furthermore, students often work together giving opportunities for those with higher skill sets in one area to assist students who may be lacking in that same area. Conversely, in a separate subject area, roles may be reversed. A variety of partners and groupings are used in any given lesson.

4. Monitor effectiveness of newly implemented assessment system and work towards implementing performance tasks.

DMCS implemented the i-Ready benchmark assessment system in 2015. Over the course of 4 years, teachers and administrators compared notes regarding student progress in the classroom, on their individual standard assessments, in their CAASPP scores, and with their i-Ready benchmarks. Multiple trainings were offered each school year and teachers learned how to use each benchmark results to the fullest advantage of the student. However, over time, feedback and experience showed that teachers found it difficult to manipulate the i-Ready data for the purposes they most needed and determine student progress by state standards using this system.

In 2019, DMCS introduced the STAR/Renaissance testing system for math and ELA. Informative research led the school to believe that this testing system would better align with the Common Core State Standards at each grade level and serve as a better tool to gage student growth. Furthermore, the results of this testing gives teachers more detailed data to help determine what blind spots may need additional attention through instruction, reinforcements, and other interventions. The data is also informative for administration, our data team, student support teams, the Special Education department, and our ELD instructor.

At DMCS we emphasize Project based learning in 4th-8th grade. After implementing our assessments teachers are able to target specific skills through project based learning. Project based learning in our 4th-8th grade classrooms is a great way to see if students are understanding the material at hand. A direct example of this is our 5th recently did a research project on Native Americans and they had to create a diorama, make a presentation using

slides, and orally present to other classes that came to see their projects.

5. Monitor effectiveness of PBIS for reduced discipline and increased harmony with students' social relationships.

As mentioned above (pg. 5, #3), a new Dean of Students position was implemented in 2016, providing an administrator to focus on the needs of our school and to introduce a clear PBIS structure to staff. Our PBIS team of teacher representatives from each grade level and department was formed. This team meets monthly to review goals, progress, and needs for the student body. They provide professional development training to the staff and create processes and procedures to ensure these goals are met. As representatives of the full staff, the PBIS team members listen to the concerns of their peers and provide feedback regarding the current PBIS procedures to help our school achieve unified goals and determine the greatest areas of need for improvement.
DMCS Progressive Discipline Matrix

Schoolwide, teachers utilize the same classroom management plan.
DMCS Classroom Management Plan Here
Think Slip: Enforcement Step 4

All classrooms maintain the same set of student expectations and consequences, so that students have a clear understanding of behavior standards in every area of the school from their classroom to the playground to the lunch room and at PE, music, or science classes outside of their normal day. This same set of expectations and consequences is communicated to parents so that all stakeholders are on the same page. A set of slide presentations was prepared as a resource for teachers to pre-teach these expectations in their individual classrooms and host discussions with students using great examples of what each expectation looks like in various settings on campus (lunchroom, playground, classroom, hallways, bathroom, etc.).
Arrival & Dismissal
Covid Classroom Expectations
Dress Code Expectations
Hallway and Lining Up
Recess & Playground
Restroom Expectations

Through a series of PBIS trainings and professional development opportunities, teachers have been given scripted examples of assorted scenarios to better understand how they can respond when a student is off task.
Teacher PBIS Check List

In the fall of 2016, DMCS implemented Kickboard, a web-based program that tracks multiple data points across the various segments of PBIS. Teachers and administrators utilize this program to track progress month-to-month and year-to-year in the areas of discipline, specific behavior engagements, office referrals, teacher referrals, in-school suspensions, home suspensions, and the ratio of positive to negative behaviors celebrated each day. While this system is not PBIS in and of itself, it has provided tools with which teachers can become more aware of the positive reinforcements they are implementing in their classrooms as well as trends for behavior problems, such as what time of day we see behaviors increase, or specific behavioral issues that need more attention and training. Another excellent aspect of this system is the school-home connection. Parents are able to download the app on their device and follow their student's daily progress. Ideally, parents are celebrating the 85%+ positivity rating as students receive recognition throughout the school day for their good behavior choices. In addition, parents will see detailed comments when their child is not making appropriate choices, and can offer support from home. Administrators and teachers can review any student's

behavior history as needed during meetings or conferences.

Since implementing the new PBIS and Kickboard systems, data reflects the following progress: INSERT CHARTS or LINK HERE. Add a brief analysis of discipline results for the past 5 years.

Chapter II: Student/Community Profile and Supporting Data and Findings

General Background and History

DMCS was founded in 2005 by a group of parents that wanted a choice in education for those families in Dixon and the surrounding areas. DMCS is 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 educational history. As DMCS progressed through the years, the need to mold the Montessori philosophy with current state standards and educational research became more and more apparent. Therefore, we developed a "hybrid" blend of education through the Montessori philosophy encompassing the state standards. Continuous reflection upon our teaching practices are essential in maintaining Dixon Montessori as an alternative to traditional education.

DMCS started with only 38 students and has grown to over 425 students in grades TK through eighth with a substantial waiting list of students eager to be admitted into the school. Growth has come with many challenges especially in maintaining the Montessori philosophy in the Middle School. The importance of carrying over the same core values of the Montessori philosophy of independence, self--motivation and student--directed learning yet preparing students for the abstract learning styles of middle school, high school, and beyond are expressed in a more "grown-up" way with Project Based Learning. Students work on projects both independently and collaboratively with guidance from the teacher and the state standards. Elective courses in band, art, and Spanish have been added to the middle school curriculum as well.

Since our last self-study, DMCS has fully introduced all of the California Common Core State Standards and has implemented the "new" state CAASPP testing in order to scaffold upon DMCS' high expectations of its students.

Mission

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

Vision

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

Motto

Dixon Montessori Charter School, Igniting the Love of Learning

Values

Collaboration Integrity Sustainability Enthusiasm Innovative

Expected Schoolwide Learner Outcomes (ESLRs)

Dixon Montessori students will achieve academic excellence in exceeding California's Common Core State Standards so they will become: **M**otivated Learners, **E**ffective Communicators, **R**espectful Citizens, **I**nnovative Thinkers, and **T**echnologically Skilled. We have M.E.R.I.T!

Community

The town of Dixon is a small community of ~21,000 people and growing. This farming community is full of students who raise animals to show at our annual May Fair and athletics is important to most families from grade school through high school and beyond. Dixon is a mix of cultures with almost equal parts white and Hispanic (45% of each) and a smattering of Asian, black, mixed races and other cultures. DMCS students mirror these numbers fairly closely as we pride ourselves on being a culturally diverse community, inclusive and open to all. Our school community has been described as family by students, parents, and educators alike as we build strong relationships and encourage positive interaction among all. Unlike other schools in town, DMCS requires our students to wear a uniform (solid color polo shirt and pants/dress) as parents have requested uniforms and we believe it creates a level playing field, free of distractions for our students to focus on their education.
Dixon, CA Demographics

Parent/community organizations

DMCS hosts an incredibly active Parent Teacher Organization that supports our school through fundraisers, community events, and teacher recognition/support. They bring in special speakers, programs and assemblies for students of all grade levels in the areas of community safety, anti-drug, anti-bullying, and enrichment education. They host an annual "Dragonfly Dinner" which has a two-fold purpose of providing a quality mixer for parents and staff, as well as an auction to raise money for our school. Teachers are able to present requests to the PTO for funding of supplies, programs, art, and experiences inside their classrooms. They hold a book fair each year and supply teachers with buckets full of classroom books. Our PTO representatives plan and execute school dances, lego nights, and other community building activities. Staff members are encouraged with lunches, treats, and gift cards throughout the year to help build morale and show appreciation.
DMCS PTO

In addition, DMCS was proud to introduce our own ELAC (English Learner Advisory Committee) to the school in 2019 which has grown in membership since its inception. Led by our Student Services Administrator, this dynamic group of parents coordinates with our ELD instructor on a monthly basis to plan events, fundraisers, and bring awareness to the Spanish speaking community at DMCS. Through their efforts, we have become a stronger school in the area of English learner supports and created a safe space for parents and students to find answers to questions and share their ongoing needs or ideas.
ELD/ELAC Program

School/Business & Community Relationships

We consider ourselves fortunate to have excellent relationships with local businesses in Dixon. Through the efforts of our Community Outreach Representative (a stipend position) and our PTO, DMCS has built excellent partnerships. The front of our school building sports banners with the names of local businesses that have offered their support to our school in a variety of ways, including donations for programs like our school garden and auction items for our annual fundraiser. In addition, many parents and business owners in our community serve as classroom speakers, volunteers, and help with special events like our annual spelling bee or Read Across America celebration.

DMCS has partnered with UC Davis for internships and student teachers who partner with our staff. We have built a relationship with Chamberlain Nursing School, allowing their students to intern with our school nurse and provide resources to our campus and students. We also have excellent interaction with our local Dixon Rotary club, the Dixon Chamber of Commerce, and we make an effort to send performing arts groups into the community to perform for local service clubs, senior citizens, and at local community events.

Each year, DMCS hosts a Winter Sing and Spring Sing, which center around a special music concert for parents and community members, but also include a variety of activities such as a hay ride, photo op, food trucks, arts and crafts, cultural activities, and fundraisers. We also calendar a math/science night where students and families can experience hands-on activities to generate excitement and practical application to these subjects. Various staff members volunteer to produce a school wide spelling bee and Battle of the Books for which we are able to send winning teams/representatives on to the district and county level competitions. Our community also enjoys an annual fall festival, talent show, and field day sponsored by our local PTO.

Safety and Facilities

DMCS leases its facilities from Dixon Unified School District (DUSD) under Proposition 39. The facility includes 30 classrooms, a multipurpose room, playgrounds, garden, office facilities and restrooms. It is adequate for our current needs. DUSD is responsible for the overall maintenance of the facilities. Work orders are placed by our office manager and then completed by DUSD Staff. DMCS employs two custodians for daily cleaning.

DMCS updates our safety plan each year and makes it available on our staff website for review as needed. Professional Development sessions include reviews of protocol for a variety of emergency drills for any potential need including fire, smoke, earthquake, live shooter, intruders, facility issues, pandemics and much more. Details can be found at this link: DMCS Health and Safety Plans

In addition, teachers and administrators are certified in CPR and all staff members undergo professional development each year in the form of Safe Schools online training for bloodborne pathogens, chemicals, mandated reporting, suicide awareness and prevention, and other school safety topics.

Safe Schools website here

Facilities

While our school building is one of the oldest in our town, we believe our facilities have been maintained and are clean and safe for daily use. Since the district owns our building and we lease from them, we are unable to simply build, repair, paint, and update on our own as we deem necessary. Instead, we must present work orders and allow the district to determine the best actions to take in any given situation.

Facility Inspection Tool 2020: DMCS Facilities Reports

AHERA Triennial Reinspection Report Dec. 2020: Asbestos reports

Monthly ADA Summary for 2020-2021 School Year

	Date Range	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Month 1	8/9 - 9/3	89.65%	98.45%	97.77%	97.11%	96.41%	97.56%	97.74%
Month 2	9/6 - 10/1		96.82%	97.35%	96.29%	96.90%	96.16%	96.99%
Month 3	10/4 - 10/29		95.09%	94.88%	95.60%	95.17%	96.20%	96.77%
Month 4	11/1 - 11/26		94.56%	95.44%	94.92%	96.17%	96.14%	95.30%
Month 5	11/29 - 1/7		94.49%	94.75%	94.41%	95.79%	95.00%	95.79%
Month 6	1/10 - 2/4		93.81%	94.94%	95.39%	94.46%	92.94%	96.86%
Month 7	2/7 - 3/4		94.95%	95.32%	93.83%	94.16%	94.95%	93.86%
Month 8	3/7 - 4/1		94.84%		95.18%	95.53%	96.06%	95.94%
Month 9	4/4 - 4/29		93.05%	N/A	95.90%	95.38%	95.99%	95.92%
Month 10	5/2 - 5/27		94.14%		94.73%	94.28%	94.92%	95.07%
Month 11			98.08%		96.52%	96.65%	96.95%	96.60%
YTD %		**89.65%**	**95.15%**	**95.82%**	**95.85%**	**95.45%**	**95.61 %**	**96.05%**

Updated 9/10/2021

School Climate

DMCS Dashboard - 2019

Due to the Covid-19 Pandemic, 2020 Dashboard Statistics are not available.

a. Discipline referrals - 4 Office Referrals per 434 students for a rate of .009% in the 2019-2020 school year.
b. Suspension rate - .005% in 2019-2021 school year
c. Expulsion rate: 0

California Healthy Kids Survey Results

Perception Data

Parent Surveys are sent out twice a year and are completely anonymous. They are made available on campus during our fall and winter parent teacher conferences and links are sent via email through our school wide newsletter. 2020-2021 survey results:

Family Survey Spring 2021 Results
Family Survey Fall 2021 Results

Staff Surveys are conducted twice a year and are completely anonymous. They are emailed to staff and all staff members are encouraged to participate with reminders in staff meetings as well. 2020-2021 end of year staff survey results:

- 69.7% agree that they have the training needed to accomplish their job
- 69.5% agree that they have the supplies needed to accomplish their job
- 73.9% agree that the admin team is supportive
- 43.4% agree that morale is positive
- 78.3% agree that students needs are the priority in decision making
- 60.8% agree that they have the necessary information to perform their duties
- 60.9% agree that staff meetings and CPT are effective and productive

Student Performance Trends & Data

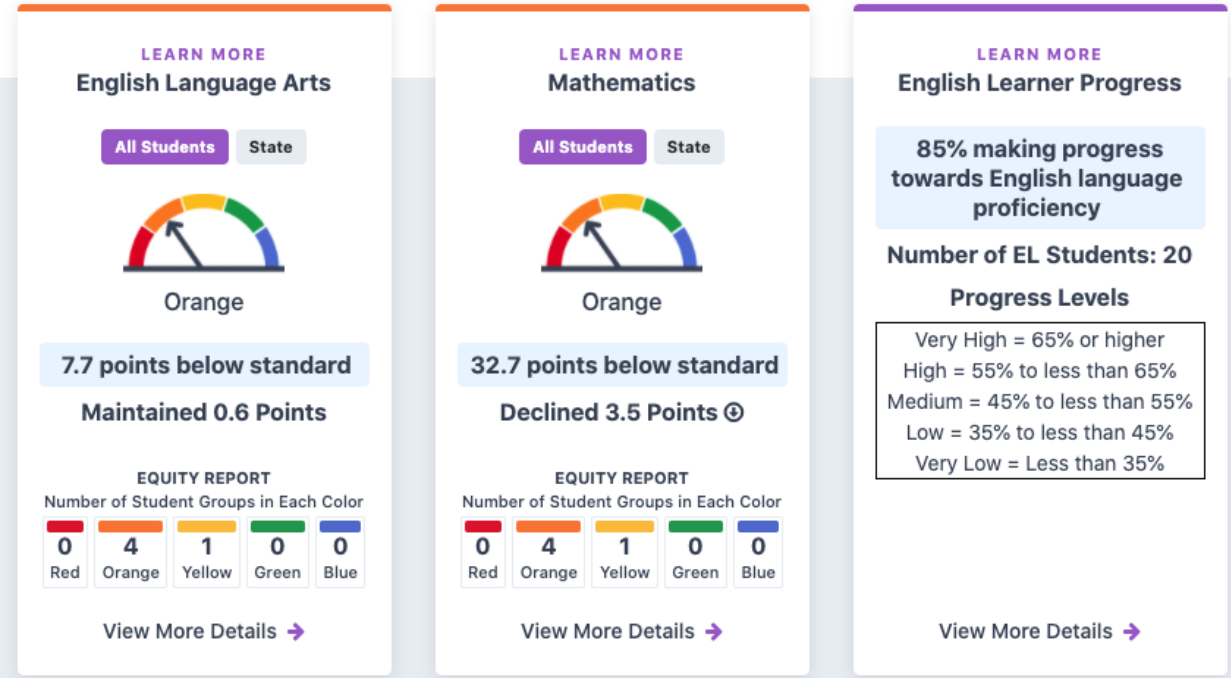
2018-2021 STAR- Renaissance Formative Assessments

Star Reading Enterprise Assessment (Renaissance)
Star Math Enterprise Assessment (Renaissance)

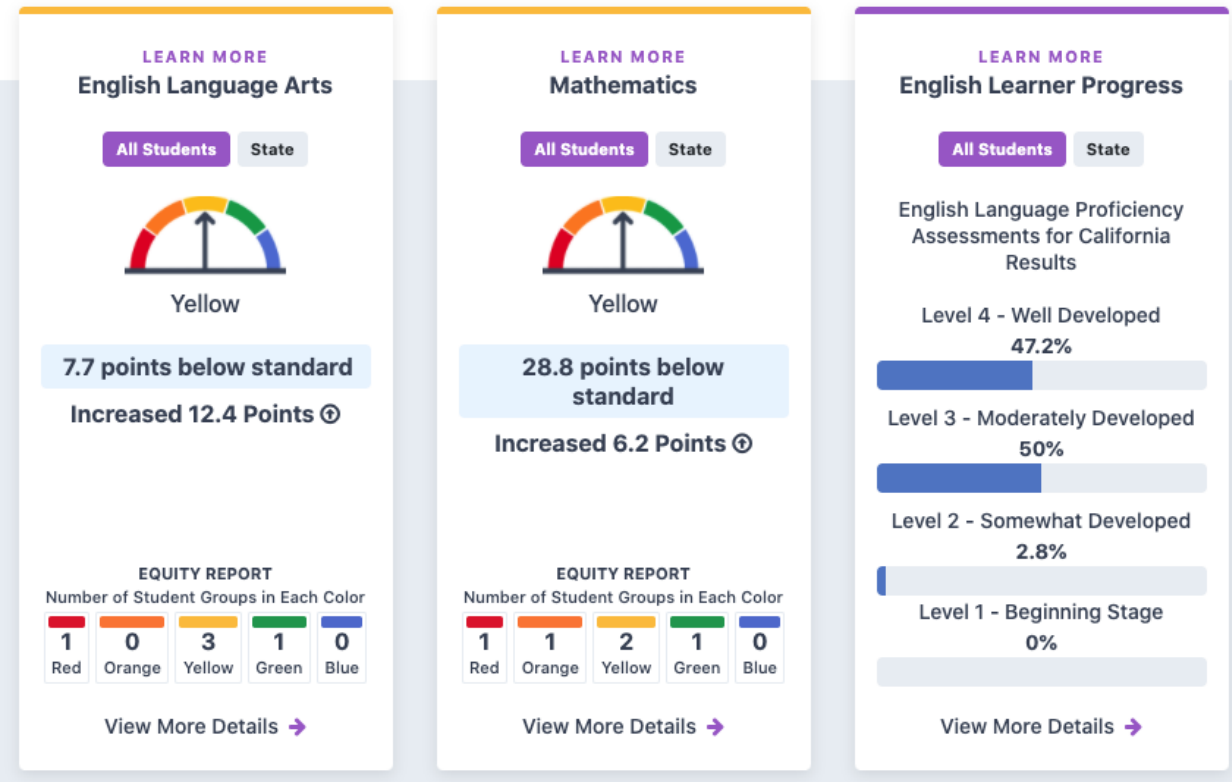
2021 Smarter Balanced Summative Assessments

[SBAC Results 4th]
[SBAC Results 5th]
[SBAC Results 6th - 8th]

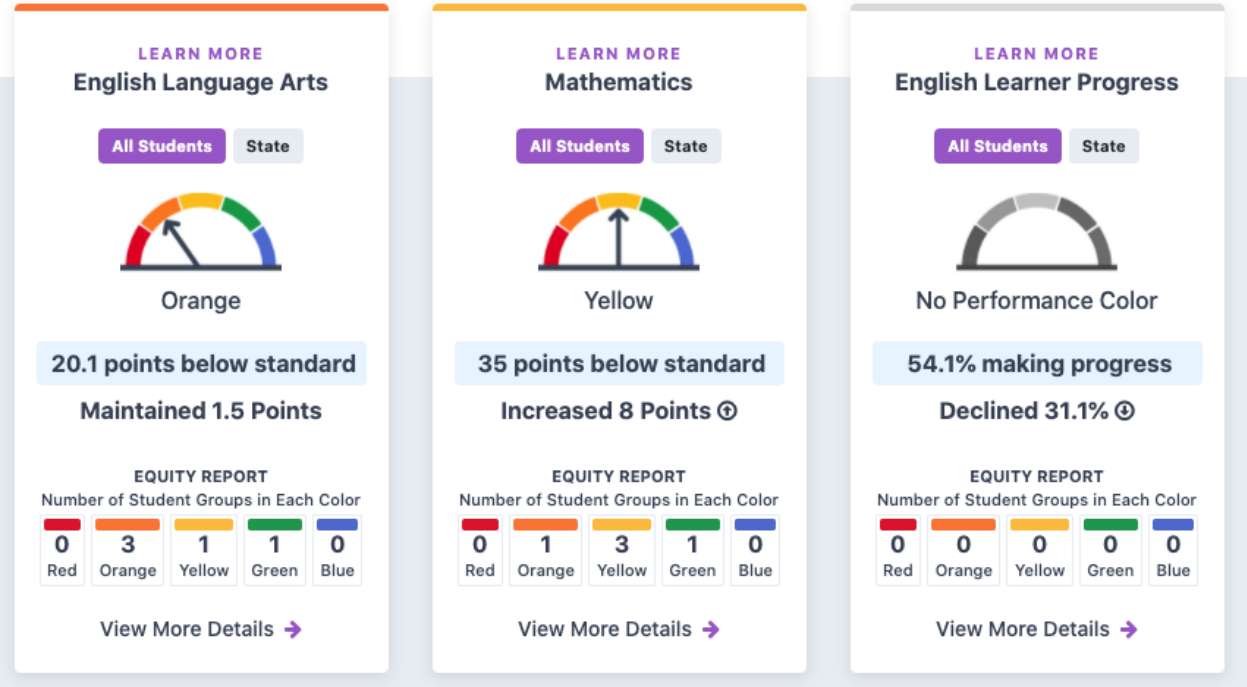
2019 Smarter Balanced Summative Assessments



2018 Smarter Balanced summative Assessments



2017 Smarter Balanced Summative Assessments



Implications of the above data
2-3 Major student learner needs

Socioeconomic Status

Staff

Currently DMCS has 26 credentialed teachers, 6 teachers are working on clearing their credentials. We also employ 18 classified employees with job positions that range from Paraprofessional to Office Manager to Custodian.
Full Staff List

Professional Development

Professional development programs are based on the needs of the staff, students and the California Common Core State Standards. Teachers are surveyed, student scores analyzed and then professional development schedules are developed.
2021-2022 Professional Development Calendar

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: **Mission** Dixon Montessori Charter School students will achieve their individual greatest potential in a nurturing environment that inspires discovery, academic excellence, and positive social contribution **Vision** Confident in their individual strengths and skills and with a passion for exploration, Dixon Montessori Charter School students enthusiastically strive to be their best and positively impact the world around them. **Motto** Dixon Montessori Charter School, Igniting the Love of Learning **Values** Collaboration Integrity Sustainability Enthusiasm Innovation	**A1.1** ● Daily participation by all teachers and students in the MERIT pledge. ● MERIT posters in all classrooms ● 4 to 1 ratio of positive reinforcement by staff ● Expectations & Consequence Plan ● Kickboard to track positive behaviors and ratio ● Daily Announcement videos with elements of

Expected Schoolwide Learner Outcomes (ESLRs) Dixon Montessori students will achieve academic excellence in exceeding California's Common Core State Standards so they will become: **M**otivated Learners, **E**ffective Communicators, **R**espectful Citizens, **I**nnovative Thinkers, and **T**echnologically Skilled. We have M.E.R.I.T! **DMCS schoolwide learner outcomes** are expressed in an acronym and quoted daily by students in all classes. These qualities are taught as independent traits/goals to all students and tied to our learning processes, procedures and lessons throughout the day. As our students embody and show success in each area, they demonstrate a mindstate and physical preparedness for a college and career focus. MERIT = ● Motivated Learners ● Effective Communicators ● Respectful Citizens ● Innovative Thinkers ● Technologically Skilled **The DMCS PBIS Team** has also established a clear vision of what behaviors in our school community should look like. This team (led by our Dean of Students and composed by a representative at each grade level) meets monthly and works to improve our campus culture with positive behavioral information and supports that can be implemented school wide in all areas of campus (classrooms, lunchroom, recess, hallways, bathrooms, and rallies). A slide deck of student training presentations has been made available for review and different behaviors and expectations are pre-taught, revisited, and reinforced throughout the school year in each class. Teachers experience professional development training in the area of positive reinforcement and are directed to a variety of supports and options to build a positive school experience for all students - while keeping negative behaviors to a minimum so that all students have a distraction free, positive environment to learn in. **Monthly MERIT Rallies** are held to reinforce our MERIT expectations and the positive behavioral traits students are encouraged to exhibit. Each month, a different character trait is taught and celebrated across campus in all environments. The traits celebrated are honesty, integrity, hard work & determination, kindness, and others that motivate our students to grow in emotional and academic success. 2-3 students from each classroom who best demonstrate these traits are given an award and recognized in front of their peers at the monthly rally. DMCS participates each year in the **Great Kindness Challenge**, giving students a fun reminder of the importance of kindness, paying it forward, treating others as they wish to be treated, and building an environment of positivity. This includes songs, crafts, collaborative conversations, recess, classroom, and lunchroom	character and MERIT addressed ● Professional Development in the areas of PBIS and ESLRs. ● Progressive Discipline Matrix ● Teacher Checklist ● Caught Being Good Slips

activities, a checklist of personal goals to complete and big celebrations. **A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**: Each year, the staff reviews and collaborates on the school mission, values and ESLRs to confirm they are still relevant, appropriate, up-to-date, meaningful and clear. The same holds true for our advisory board, administration, and parent representatives who participate in Coffee with the Director and/or our Charter Advisory Committee. In addition, these important driving principals are evaluated by our LCAP and rechartering committees. **A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP**: A demonstration of in-depth understanding of our school's vision, mission, valuels, ELSRs, and LCAP goals is made evident through multiple parent-led activities that were created to help reinforce and support the spirit and intent of each of these guiding principles. Events such as daily activities before, during and after school for the Great Kindness challenge, our celebration of Dia de los niños, creative bulletin boards, displays, signage and decor across campus, and a number of helpful discussion during Coffee with the Director each week confirm this clear understanding by parents, our PTO, and ELAC organizations. In addition, our staff members collaborate during their regular CPT meetings to find creative, exciting, and innovative ways to engage our students in learning with the end goals in mind that are demonstrated in our mission, vision, and values. Implementation of these strategies is evidenced through students' work progress, improvement in benchmark scores, a reduction in behavioral issues, improved classroom engagement, sheltered instruction, proper tier 2 and 3 supports, RtI, and student/parent feedback. Our administrators report the progress of these values to our advisory board monthly and engage staff in ongoing conversations about what is working, what is not, and where improvements can be made.	**A 1.2** ● Staff Meeting Notes ● Charter Advisory Committee Notes ● Administrator Meeting Notes ● DMCS Board Docs **A 1.3** ● School Gratitude and kindness parades ● LCAP and Rechartering docs ● Number of parents participating in board meetings and Coffee with the Director ● Online board documents ● Number of staff who participated in parades + drone footage ● Total number of Emergency self care kits handed out during Covid for students in need of Social-emotional reinforcements ● Parent-signed contracts ● Parent 20 hour Volunteer passports ● Improvement by trimester on benchmark scores

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A2.1. Understanding the Role of the Governing Board and District Administration The DMCS Governing Board has made great efforts to involve the community, parents/guardians, students and staff in developing a common vision for the school that is focused on learning, achievement and responsiveness to the needs of all students. Board members consult with the Director on his or her recommendations, evaluate, and act on them according to the students' best interest. The board actively requests and listens to communication, written and/or oral, from citizens and organizations on matters of administration, finance, organization, policy and program. This includes a triannual anonymous survey that is emailed to all teachers for their honest, constructive feedback. A time for public comments is made available at every board meeting. Emails for our board members are made available on our website for simple communication and they are willing to sit and talk with anyone who has a need or concern. Staff members are encouraged to provide feedback to the teacher representative who in turn provides a report to the board members regarding school activity for the month. All stakeholders are invited to attend our board meetings each month with reminders sent via email and publicized through social media outlets. Parents and community members are invited to serve as board members when openings arise. These openings are advertised through teacher newsletters, schoolwide newsletters, verbally at each board meeting, and through word of mouth. Each term is 3 years. Members have the option to extend their term for another 3 years. The board meets every second Monday of the month and	**A2.1.** ● DMCS Board Docs & Meeting Agendas ● DMCS Governing Board Roles ● Staff Board Report (4-19-21) ● PTO Report (4-19-21)

additional Special Sessions as needed. The board also meets for Workshops twice a year. All policies and procedures are clear and duties of participating members are set and in compliance with the Brown Act. Meetings are held in an accessible location, including via ZOOM during Covid-19. Monthly reports are given by the DMCS Staff, PTO, Director, and Dean of Students. **A2.2. Relationship between Governing Board and School**: The DMCS Governing Board is regularly adopting, evaluating, and updating School policies consistent with the law and the School's mission. They provide direction to our administration pursuant to established policies. They actively maintain accountability for student learning by adopting the School's curriculum and monitoring student progress. They hold the duty of hiring and supporting the Executive Director so that the vision, goals, and policies of the School can be effectively implemented. Then they carry out regular and timely evaluations of the Director based on the vision, goals and performance of the School, ensuring that the Director holds School personnel accountable. Our board adopts a fiscally responsible budget based on the School's vision and goals, and regularly monitors the fiscal health of the School. The board ensures that a safe and appropriate educational environment is provided to all students and exercises control of the School in accordance with the State and Federal Constitution, and applicable laws and regulations. They follow the adopted grievance or complaint procedures contained in school policy to handle parent, community, or third party complaints or employee grievances and/or complaints. Our board provides adequate housing, equipment, supplies, and other facilities for the operation of the School. In addition, DMCS Staff members are encouraged to report and demonstrate various activities, lessons, methods, and strategies at a board Meeting of their choice to give our board members better insight into the inner workings of the school. Board members have an open door invitation to pop into a classroom and are often present at significant school events such as math night, concerts, class plays and grade level events.	**A2.2** ● DMCS Board Info

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A3.1. Broad-Based, Inclusive, and Collaborative: DMCS students participate in Star/Renaissance testing: Beginning of the year (baseline), at the end of Trimesters 1, and 2 for grades 1-8. K-2 takes the test a final time at the end of the year. While upper grades focus on the CAASPP test. Data Team Meetings and MTSS- Multi-tiered Systems of Support (Special Education, ELD, Academy teachers, General Education Teacher, Social Services) are held three times a year. Data is collected and students are served through Tier 1, Tier 2 and Tier 3 supports as needed. SST's (Student Study Team) for students with intervention that are not moving with forward progress. Basic Phonics Skills Test (BPST) is the focus for K-3rd, along with sight word knowledge and assessments. More professional development is needed in the area of data collection, analysis and implementation. More time is needed for grade-level teams to have data-based discussions and lesson planning. Grade-level teams need the opportunity to meet for horizontal and vertical planning. Consistent Curriculum-Based Assessments (CBM's) are needed campus-wide. **A3.3. Collective Accountability to Support Learning**:	**A3.1** ● Renaissance data both in the form of hard copy and google sheets. Parent reports are provided to guardians. ● Data and intervention progress reports are located in student files, shared with teachers, and with guardians. **A3.3.** ● Renaissance date collected three times per year

Multi-tiered systems of support (MTSS) meetings are held with teachers and specialists collectively make decisions regarding which students need additional support based on the given data. The team meets three times per year to continuously look at student data and make appropriate changes. The process for determining if/when a student needs intervention, an SST, or further services has been a bit confusing in past years. As this new school year began, a quality training regarding this issue and our school's procedures was conducted for all staff members in an attempt to streamline and clarify the process. Teachers are requesting more intervention resources and continued professional development, which is being planned and provided by our administration team. **A3.4. Internal Communication and Planning**: The Director has established many different forms of communication to allow all staff members to be part of the collective communication process. Administrative presence has been inconsistent for past Data Team Meetings and this has been remedied by forming a new data team this school year that includes our Academic Services Administrator, Student Services Administrator, School Psychologist, and the teachers involved with any given student. Meeting times are scheduled and need to be honored for the sake of staff schedules. In past years, teachers have experienced a lack of follow-through that impacts communication and transparency. We believe now, with our new Student Services Administrator guiding this process, we will continue to see professional boundaries and procedures followed with excellence in communication to and with all staff members.	● Curriculum-based measurements ● CAASPP data **A3.4** ● Weekly staff meetings--either virtual or in-person (including via ZOOM) ● Bi-monthly team leader meetings; During Covid-19 we met weekly ● Director newsletter and emails ● Data team meetings held three times a year ● Face to face meetings ● Mediated discussions to resolve issues ● Director holds Coffee with the Director sessions once a month all parents and community members; held weekly during Covid-19 (Friday and Saturday mornings) ● Directors has office hours between the hours of 12-1 daily for all staff during Covid-19

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through

professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A4.1. Qualifications and Preparation of Staff: DMCS goes to great lengths to assist all teachers and support staff in acquiring their clear California credential. DMCS pays for all teachers to work through their Teacher Induction program through our SELPA with the El Dorado County office of Education. In addition, DMCS staff attend annual trainings in the Special Education arena provided by our SELPA and are provided with webinars, on site, and off site trainings in specific areas of interest, including curriculum, SEL, Montessori techniques, and subject specific enrichment trainings. We have 4 staff members who hold a specific Montessori credential. We offer a special stipend to any staff member willing to go through this process and an education grant to assist in payment for the program of their choice. Our Dean of Students has her Montessori credential and has 20+ years of experience teaching in the Montessori classroom. She is able to provide on-going professional development in this area for our staff. **A4.2. Professional Development and Learning**: At the beginning of each school year our staff returns one week before school begins to attend Professional Development seminars in a variety of areas. In addition, classes are released each Friday at 12:15 so that staff members can continue with ongoing PD and implement what	**A4.1** El Dorado County SELPA Website **A4.2. Professional Development and Learning**: Full Staff Professional Development 2021

we're learning throughout the school year in areas such as: ● Math SCOE- Erica Burnison, UC Davis ● Schools Safe Training (Mandated reporting, blood-borne pathogens, abuse awareness and prevention, suicide prevention and awareness, sexual harassment, etc.) ● Universal Design for Learning (UDL) ● Project Based Learning (PBL) ● Playworks ● Language Support/Sheltered Instruction ● Social-Emotional Learning strategies ● SST Process, Response to Intervention, and Tier Supports ● Montessori philosophy and techniques ● Collaborative Classroom ● California Subject Matter Project ● Renaissance ● Nearpod ● Canvas LMS ● Zearn Math ● Zoom Funds have been set aside in the budget to pay for staff members to attend special trainings in their area of expertise (such as reading intervention or math pedagogy) or other areas that benefit their student and staff reach (Autism, SEL, Sheltered Instruction). Substitutes are made available and all staff are encouraged to request time off when an opportunity arises. **A4.3. Measurable Effect of Professional Development on Student Learning**: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance. All students school-wide participate in baseline and trimester updates of benchmark testing (Star/Renaissance, SD Quick, BPST, SBAC Interim). Staff members are trained in the process of evaluating the data from these test scores, allowing them the opportunity to respond to the strengths and areas for growth in each student and in their classroom as a whole. In addition, our data team uses the data from these benchmarks, combined with classwork, referrals, and progress reports to steer the direction of intervention for students in need. The school administrators keep an eye on the general data for each classroom and work with the teachers to develop plans for improvement, offering suggestions and support through the teacher evaluation system, as well as collaborative conversations. **A4.4. Supervision and Evaluation**: The school implements	Playworks Game Library Playworks Playkit **A4.3** DMCS Test Data

effective supervision and evaluation procedures in order to promote professional growth of staff. Two of our school administrators are specifically designated to formally observe and evaluate each teacher based on the California Teacher Performance Expectations (TPEs). Together, the administrator and teacher set measurable goals for the school year and collaborate on strategies and steps to reach them. Multiple informal evaluations and room check-ins throughout the school year provide continued feedback on this growth.	**A4.4** CA TPEs DMCS Evaluation Form
A4.5. Communication and Understanding of School Policies and Procedures: Staff members are trained annually on staff and school policies and procedures. Each school year, employees read and sign the employee handbook as well as our employee policy. Together, the staff is trained and reminded of all safety drills and procedures and we physically practice safe protocol for fire, lockdown, lockout and other safety drills monthly.	**A4.5.** **21 22 Staff Handbook.pdf** **21 22 Employee Policies.pdf**
School administration holds an “open door” policy, inviting any staff member to contact them via email, phone, or a face-to-face meeting to discuss any concerns, ask questions, or get clarification on the policies and procedures at the school.	Meet & Greet Best Practices
Team Representatives are nominated by each individual grade level or specialty area team group. These representatives meet monthly with the director to discuss overall school operations, plans, and concerns. Staff members are encouraged to share concerns with their team representative, who in turn, communicates with the other team reps and director and also reports back to their team with updates and important communication.	Back-to-School Night Best Practices Conference Week Best Practices Testing Norms Best Practices
Teacher Representatives are assigned to the PTO and School Board to attend monthly meetings, take notes, and communicate updates, changes, and reminders about all policy and school planning to the staff in writing once a month. In addition, staff members are able to communicate questions or concerns to these representatives who bring them to each group, find answers, and serve as a liaison between the staff and the governing board or PTO.	
“Best Practices” are maintained and communicated via email and during staff meetings for all day-to-day and annual school functions such as parent-teacher conferences, CAASPP testing norms, Meet and Greet and Back-to-School Night.	

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. A budget committee meets monthly to review the school's financials, current allocations for funding, and any potential concerns. Together, with advice and guidance from a 3rd party educationally based accounting agency, budget allocations and suggestions are made to the board over the course of 2-3 monthly board meetings. The board allots time for discussion, questions, and input from all stakeholders at each meeting. Ultimately, the board votes to adopt the budget. There is a clear relationship between the decisions about resource allocations, our LCAP and our schoolwide action plan/SPSA, noting the areas for growth and goals we are working on each school year. The school's vision, mission, schoolwide learner outcomes, major student learner needs, and academic standards are the lense through which each budgetary decision is made.	**A5.1** Formal monthly and informal weekly meetings between the Executive Director, Business Services Administrator, Delta Management Solutions (DMS), and our accountants.
A5.2. Practices: The DMCS Advisory Board has a budget committee which consists of a board member and our executive director. This committee meets and works together with an outside accounting agency to draft budget plans and presents their findings and recommendations to the board. An annual budget is adopted, and monthly updates are reviewed between administrative staff and board members. In addition, the board hires an outside agency to conduct an annual audit and present the results in a public board meeting to ensure the school is conducting quality business and accounting practices at all times.	**A5.2** Board Meeting Notes Executive Director's Calendar (Weekly Meetings with budget committee) Board Docs, Search "Budget"
A5.3. Facilities Conducive to Learning: A clean and safe environment ensures the health and safety of everyone	**A5.3**

including teachers and students. A safe and clean environment contributes to school pride, and increases learning time that could be lost due to illness. With school returning in the fall health and safety are among the top concerns of virtually every parent and staff member. Our shared experience with COVID has increased our attention to keeping a safe and clean environment. Even without COVID, our facilities are consistently the lowest scoring item on our parent surveys. 80.6% of parents agree that the classrooms are clean and well-maintained. 74.8% of parents agree that the playgrounds are clean and well-maintained. 64.07% of parents agree that the bathrooms are clean and well maintained. 77.4% of parents agree that the MPR is clean and well maintained. Staff and students deserve a clean, safe, and maintained environment to work and learn in. Since we rent the facility from the Dixon Unified School District, we are reliant upon them to provide some of these services which we are not contracted to take care of on our own. If an air conditioner goes out, a window is broken, a toilet doesn't function appropriately, or a lock doesn't work well, we must submit a work order and wait for assistance. The district is a good partner and cares about the success of our school, but they have 7 or more other buildings/location to care for. Therefore, some of our "wishes" are not granted as quickly and efficiently as we may like. That said, over the past few years, the district has installed new playground equipment that is safer and age appropriate. They updated our fire alarm system and helped us to maintain a strong safety standard when some classroom alarms weren't working. Our school has created an intercom system by outfitting each room on campus with Polycom equipment so that schoolwide announcements can be held immediately when the need arises. One year ago, a new security system was installed with 13 cameras covering all entry and exits points. A strong relationship has been built with Dixon's fire and police departments. That said, the Facility Inspection Tool ("FIT") provided by DUSD in January 2020 describes the facility as, "Fair." 83.20% of FIT category totals are described as being in good repair. The FIT describes the school as "not in good repair". Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school. Though our school site is one of the oldest in the district, our custodians, staff, students, and parents have come together in a meaningful way to keep our campus clean and maintained with pride. The PTO hold work days two-three times per year to maintain our parking lot lines/signage, landscaping, the school garden, and areas of the facility where we are able. Students are taught the importance of care for our facility and school. The custodians are part of our extended family and take great care in keeping each area of campus clean and safe, especially through the COVID extremes. Each classroom was outfitted with a HEPA	Parent Surveys Staff Surveys Work Orders Physical Campus Inspection

filter air purification system and a fogger machine is available to clean rooms/surfaces where exposures are a concern. Staff members have been informed of procedures to follow when they notice a need on campus regarding our facility. Our office manager submits work orders and follows up with the district office as needed to see that they are fulfilled.	
A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective. DMCS has a calendared process in place by which our Business Services Administrator contacts each teacher to assess their individual classroom needs based on the planned curriculum for the upcoming school year. Teachers are able to request any additional curriculum and supplies as needed for purchase at that time and these items are delivered to the school for distribution over the summer before the next school year begins. On occasion, other needs come up during the school year and our Business Services Administrator handles them as they arise.	**A5.4** Curriculum Purchase Orders
A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs. This includes job advertisement on edjoin, acquiring outside experts to train staff in areas such as math and Universal Design for Learning, and conducting peer-to-peer and administrative training sessions throughout the school year. Casual classroom drop-ins by our administrative staff offer opportunities for notes of encouragement and constructive criticism to be left for the teachers they visit. Team representatives meet monthly to share concerns and/or needs of their teachers with our administration, who follows up as needed. Three times per year, the administrative staff send an anonymous survey to all staff members to find areas of growth where more support and training can be offered. These results are discussed in administrative meetings and action plans are formed for follow through.	**A5.5** Staff Surveys

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes. These topics are covered in regular meetings including Charter School Advisory, LCAP, Team Leader, and Board Meetings. They are presented annually to the advisory board and published on our website.	**A6.1** Charter School Advisory Committee Team Leader Meetings Admin Meetings Board Meetings
A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures. We are in regular communication with our auditors and pay for an annual professional audit through Clifton Larson Allen, LLP (CLA). An annual update is given to the advisory board and the ongoing progress is tracked and discussed in weekly admin meetings.	**A6.2** Audits - hard copies available. Admin Meetings Board Docs
A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures. These processes and final outcomes are audited by a third party and presented publicly to the board of directors.	**A6.3** Fiscal Control Policy Audits Board Meeting Notes

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement. This is encompassed in our annual LCAP procedures and reflected in our annual LCAP report. **A6.5. Adequate Compensation, Staffing, Reserves**: DMCS provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves. The executive director does an annual compensation study to compare our salary and benefits to nearby districts and charter schools and presents this information to the board when it's time to determine updates for the following school year. Our current standing is 49%reserves. **A6.6. Marketing Strategies**: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning. DMCS makes an effort to reach students from all areas of our community, including English Language Learners by advertising our open enrollment period in both English and Spanish. We put an ad in the local Chamber of Commerce newsletter; we advertise on social media and our school website. We post a few yard signs around town, but the majority of our students learn about DMCS through word of mouth. **A6.7. Informing the Public and Appropriate Authorities**: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization. We are in communication with our authorizers, our county, and the state CDE. All LCAP reports and unaudited actuals are certified and submitted to our appropriate governmental authorities.	**A6.4** LCAP Meetings LCAP Trainings for admin (See Executive Director Calendar) Final LCAP documents **A6.5** **20-21 Teacher Salary Comparison Chart** **A6.6** Yard Signs Social Media Chamber of Commerce Ad **A6.7** LCAP Reports Unaudited Actuals Budget Reports

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. DMCS has honed in on a focused vision and purpose for our school that guides each operational decision and finding a best path to assist our students in their growth.
2. The DMCS Governing Board has settled into their clearly defined roles and stay on track with the use of a master calendar to govern the overall vision, purpose, policy, and direction of our school.
3. There are weekly, monthly, and annual procedures in place to ensure we follow all legal and appropriate guidelines for finances, reporting, and auditing.
4. We are thoroughly transparent with all public documents and reports.

Areas of Growth

1. Staff Development:
   One of the most important factors in raising student achievement is a highly qualified teacher. Research shows that teacher subject-matter knowledge is greatly associated with student learning. Teachers and staff have expressed the overwhelming need for added opportunities for relevant Professional Development especially in the areas of Montessori activities, response to intervention, math, behavior, UDL, SEL, and special education.
2. It has been made clear in regular surveys that our school needs improvements to maintain a clean and safe school facility. This must be achieved in partnership with DUSD, from whom we rent our facilities.
3. Staff Culture and Climate based on results of our 2020-2021 end of year staff survey reflect:
   a. 69.7% agree that they have the training needed to accomplish their job.
   b. 69.5% agree that they have the supplies needed to accomplish their job.
   c. 73.9% agree that the admin team is supportive.
   d. 43.4% agree that morale is positive.
   e. 78.3% agree that students' needs are the priority in decision making.
   f. 60.8% agree that they have the necessary information to perform their duties.
   g. 60.9% agree that staff meetings and CPT are effective and productive.

   Maintaining a positive staff culture and climate directly affects the ability of DMCS to retain staff. It directly affects the positive, enthusiastic instruction for students and the cooperation from staff members to persevere when difficulties arise.
4. Staff Retention in the 2020-2021 school year was 86.4%. Total Staff Retention overall is 87.8%. DMCS would like to see this percentage increase to 90% or greater. Retaining high quality staff directly impacts the consistency of academic instruction from teachers who know and understand our school culture, standards, goals, and overall vision.

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*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that

supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B1.1. Current Educational Research and Thinking: Connections of scope and sequence planning between grade levels ensure that students are not only covering all grade level standards in a school year, but that each curriculum and classroom plan transitions well from one grade level to the next. This is something we've worked very hard to construct in recent years and we will continue to meet up and down grade levels to confirm this holds true within all aspects of learning. Our school's **Montessori Curriculum** is spear-headed by our Dean of Students who has 20+ years working in the Montessori classroom. Over the summer she was able to sort through and organize our materials making a variety of hands on learning "jobs" for our TK-3rd grade classrooms. **Project Based Learning** (PBL) is part of our 4th-8th instruction and a natural extension of Montessori learning for our older students. This instruction guides our students to bridge the gap between Montessori learning to high school and college expectations in the ways of critical thinking, cooperative learning, creative solutions, and cross curricular connections. **Math Curriculum:** Grades K-5th grades use Eureka & Zearn. These programs are intended to front load students with high caliber videos that demonstrate visual components of the new content	**B1.1** Zearn Math Curriculum Eureka Math Curriculum Illustrative 5th grade Math pilot curriculum Open Up 6th - 8th Grade Math CPM 7th & 8th Grade Math Collaborative Classroom TCI Social Studies/History Curriculum Mystery Science Curriculum SPARK PE Curriculum Quaver General Music Curriculum Tradition of Excellence Band Curriculum

students are learning. Aligned with our state common core standards, the philosophy taught assists students in understanding the why behind the what in math technique and offers multiple ways of thinking to come to a desired mathematical conclusion. The curriculum naturally assists teachers in diversifying their instructional plans for a variety of math levels in each classroom. Students watch videos, participate in rigorous class discussion and implementation, and have opportunities to work independently or with partners and groups to solidify the new concepts they learn. One 5th Grade class is piloting the use of Illustrative Mathematics, a problem-based, core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Our 6th grade classes use this curriculum as well. 6th grade uses the Open Up resources which transitions well into the middle school program, covering all state standards. 7th & 8th grades use a combination of math curriculum including teacher-created, CPM, and Open Up. All the curriculum is based on Common Core state standards and easily differentiated to address students with varied learning needs. Efforts are made to provide gifted and talented students with the opportunity to work ahead in math grade levels so that some 8th grade students can complete IM1 before entering high school. **ELA Curriculum:** Grades K-6 use Collaborative Classroom. In Making Meaning, comprehension strategies are taught directly through read--aloud experiences. This ensures that students have equal opportunity to access the text regardless of their reading abilities. Then, through guided and independent strategy practice, students learn to use these strategies to make sense of their own reading. Lessons also include plenty of time for independent reading practice and individual conferences so that students of varying levels will be able to develop as readers at their own pace. Students benefit from having time to listen to and think deeply about texts and share ideas respectfully with their classmates. In addition, all grade levels conduct book and novel study projects. Grades 7-8 use a teacher developed learning plan. They are introduced to and work on many of the common core standards using literature (text book, novels, Newsela, and nonfiction texts). Students write using a variety of types and	

formats. They write in response to literature and other readings. They vary their audience and purpose and adapt their writing as needed. For speaking and listening, students work alone, in pairs, in groups and as a class. For language and mechanics, they use texts and online resources to develop the skills needed to cover the standards. These are taught in conjunction with reading and writing and as stand alone skills.

Social Science & History:

2nd-5th use TCI's elementary social studies curriculum which incorporates key points from the ELA Common Core throughout our History Alive! program. As students progress each year, they climb a "staircase" of content that gradually grows more challenging in order to strengthen understanding of the topics at hand, including ideas represented in the Social Studies Common Core. Literacy is integrated into all of the lesson planning tools and resources in addition to ensuring that instruction meets the common core standards.

6th grade uses a combination of TCI, History Project, EEI, and teacher created curriculum to combine reading, hands-on activities, field trips, and cross-curricular connections in the classroom.

7th grade uses a combination of several curricula in order to create a rich and multi-dimensional learning experience that meets Common Core State Standards. We use the TCI History Alive! The Medieval World textbook, Education and the Environment Initiative booklets, and teacher created materials brought from travels around the world. We enrich this learning with activities from the Stanford History Project, and articles from Newsela.

8th grade also combines several curricula. They use the TCI History Alive! The United States Through Industrialism textbook, Education and the Environment Initiative booklets, activities from the Stanford History Project, articles from Newsela, and teacher created materials from travels abroad.

Spanish I:

Out 8th grade students are mirroring the curriculum used at Dixon High School, Descubre I, so that our students can enter Spanish II in ninth grade when they successfully complete our class. The curriculum includes a wealth of videos of authentic speakers, cultural connections, textbook and workbook. Students have the daily opportunity to speak, listen, read and write in Spanish.

Science:

Grades TK-1st use Mystery Science which offers a hands-on, experimental approach to exploring scientific facts and

learning while doing. This fits well with the Montessori model. Grades 2nd-5th have the opportunity to attend a special science class twice a week, allowing more focus on the subject as well as time for experimentation, hands-on learning, and exploration in the field of science. This grade level group uses Amplify Science from Lawrence Hall of Science. It is fully aligned with the Next Generation Science curriculum and meshes digital resources with physical labs and simulations. Foss science kits are also available at each grade level and are used to supplement as needed. Grades 7th & 8th also use Amplify Science Curriculum. It is a phenomenon based technique where students begin each unit looking at a real world issues/problems and throughout the unit work on figuring out science-based solutions. It is closely aligned to all the NGSS and includes many hands-on activities, readings, and online simulations. It allows students to develop their own thoughts and claims at the start of the unit, gather and analyze evidence as we continue through the unit, and revisit the phenomenon to create a solution or explanation. Last year, due to Covid and distance learning it was very difficult using Amplify since it was made for in-person learning. This year we look forward to a hands on approach. **Physical Education**: TK-8th grade students participate in standards based SPARK PE curriculum. All students participate in PE two or more times per week to reach the minimum number of California state mandated minutes along with fitness testing at appropriate grade levels. Each fall, TK-8th grade students are eligible to run cross country with their peers and compete in a local four-school network of runners. These cross-country meets bring parental support, cooperation of families with the school, small fundraising opportunities, and enhance our overall school spirit. **Music:** All students in grades TK-5th have the opportunity to attend music class once-twice a week outside of their homeroom. This group utilizes the Quaver Music curriculum, an internet based curriculum which guides our classes through all California Performing Art Music Standards in the course of a school year. In addition, this curriculum offers a social-emotional learning platform to help students grow in their SEL needs. There is a gradual scope and sequence that builds from TK-5th allowing students to learn musical elements, rhythm reading, and scaffold each year to the point of reading musical notes, playing recorder in 4th grade and ukulele in 5th grade. This program feeds well into the band curriculum	

which starts in 5th-8th grades for those who elect to participate.

Band:

Grades 5th-8th use the Tradition of Excellence method books combined with musical selections from a variety of sources. The band experience is accentuated with SmartMusic, an internet based resource that allows students to access their method book, warm ups and other music online. The teacher is able to track practice time at home and students are able to submit recordings of their work for feedback and grading purposes. In addition, SmartMusic assists students by sharing note names, rhythm assistance, instrument fingerings for specific notes, and other guidance when they are practicing on their own.

B1.2

MERIT Pledge posters, signs, and announcements

Professional Development on schoolwide learning outcomes

B1.2. Academic and College- and Career-Readiness Standards:

The DMCS Expected Schoolwide Learner Outcomes (ESLRs) define the college and career ready outcomes that students students are guided toward and expected to achieve. Combined with the Next Generation Science Standards and California's Common Core State Standards for each individual subject, all curriculum is geared to create students of MERIT. Our MERIT Pledge is repeated each morning in every classroom to start our school day and posted across campus in classrooms and other environments.

Motivated Learners

Effective Communicators

Respectful Citizens

Innovative Thinkers

Technologically Skilled.

Each curriculum and teaching plan is intended to guide students through the concept of performance based learning at a high level of rigor to prepare for state testing and academic success in high school, college, and throughout their careers.

B1.3

Report Card Samples

B1.3. Congruence with Student Learner Outcomes and Standards:

At DMCS there is congruence between the actual concepts and skills taught in each subject area, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. In an effort to follow these standards from subject-to-subject school wide, our report cards reflect Student Learner Outcomes listed by standard for grades TK-6th.

B1.4

Sutter's Fort immersion experience PBL

B1.4. Integration Among Disciplines:

DMCS teachers work hard to integrate cross-curricular connections in all subject matter throughout the school day.

This is not just a project or check box, but a matter of philosophy in our thinking. Students from a variety of backgrounds are able to connect to their own culture and scaffold learning upon their previous knowledge. Connections are made throughout the day from learning in one subject to goals, philosophies, facts, and methods in another subject. For example, our science class integrates writing, speaking, math, technology, and art. Our music classes integrate language, reading, writing, speaking, art, PE, technology, and history. The natural form of Project Based Learning practiced in our upper grade level classrooms combines skills from a variety of subject areas to produce outcomes in the overall project over time. This model is replicated in classrooms all over our campus. **B1.5. Community Resources and Articulation and Follow-up Studies**: Local businesses provide donations for our student garden program, PE equipment, and our most recent effort to build a new library. Our middle school has taken field trips to local businesses to learn about careers in various industries. Community partners come to our school and speak with students in a variety of classrooms regarding their impact on our community and careers in their field. The middle school students receive visits from our local high school students and have opportunities to attend shadow day, learning about the life of a highschool student and what can be expected. Our middle school leadership team feeds into that of the high school. Every two years our 7th and 8th grade students have the opportunity to join an educational trip to Washington DC and connect classroom learning to a real life experience. All grade levels enjoy multiple field trips throughout the school year including a K-1 trip to the farm each fall and 2nd & 3rd grade students participating in our local Solano Resource Conservation District Education Program (Watershed Explorers), which includes curriculum, lessons and field trips. Our 4th grade students attend an overnight excursion to Suttor's Fort at the end of a long, immersive unit on the Westward expansion during the 1800s. 5th Graders travel to the state capital to get a close up idea of how the government works and go sailing on a special trip in Berkeley. As an extension of our Physical Education program, students have the opportunity to participate in a district-wide cross country program each fall. Music and band students are given opportunities to perform at community events, baseball games, the annual Christmas Tree Lighting, service club meetings, Stand Down for local veterans in our county, Memorial Day Services at the Sacramento National Cemetery, and retirement homes and	Wax Museum 5th Grade PBL Decembertown 6th Grade PBL TK-6th daily/weekly work plans **B1.5** Dixon High School: Home ● Teacher to Teacher Meetings to align curriculum and outcomes ● Shadow Day ● High School Honor Roll ● Distinguished Scholar Lists

care centers. Our band director is in direct communication with the high school band director to ensure instructional methods and musical objectives are met to easily transition middle school students to the high school band. The school does not currently conduct formal follow-up studies of graduates and others to learn about the effectiveness of the curricular program. This has been a discussion item for several years, but we have not yet found a way to efficiently collect data. We have informal conversations with teachers at our local high school to get an idea of how our students are doing. We also speak with past students and their parents. We continually receive positive feedback about how prepared students are for their next step when they leave DMCS. Many of our graduates are distinguished scholars when they graduate high school, reflecting a 4.0 or higher GPA for all four years of high school.	

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1. Variety of Programs — Full Range of Choices: One of the beautiful attributes of the Montessori program is choice. Students are guided by their teacher, but have choices in a variety of paths based on their personal interests, needs, and growth opportunities. Since each student is given a customizable work plan, they are able to work above or below grade level as these assignments tie into current grade level lesson plans for the class as a whole. Students are given the opportunity to move through their individual work plan in the order they choose with an end goal to complete all tasks by the end of the day or week depending on grade level. All students have access to general music class once or twice a week. 2nd through 6th grade students enjoy science twice a week in a pull out program with our science teacher. (Kindergarten and 1st grade have science with their teacher). In Middle School our students participate in their core classes each morning. Four days per week they have two electives and are able to choose from Spanish (8th grade), Advanced Band, Intro to Art, Leadership, Performing Arts, Special Study Skills (similar to Avid), F.I.T. (Focused Intensive Training), and Math Support. Our middle school courses are tailored to feed into our local high school and prepare students for continued studies in each area. For example, if a student completes a year of Spanish in 8th grade, they are able to continue on into Spanish II at the high school level.	**B2.1** ● Music ● Science ● Artistic, academic, and enrichment electives for middle school

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: DMCS has worked hard to build a rigorous, relevant, and coherent curricular program by evaluating student data and analyzing the areas that need reinforcement. Qualified teachers, administrators and support staff have worked together to select curriculum in each subject area that blend well with the Montessori/PBL philosophies and meet the demands of state standards. Our current curriculum includes real world applications as an extension of the common core state standards and is accessible to all students at DMCS. We make an effort to ensure students with any background, culture, special needs, academic level, or English learner status have equal access without bias. Accommodations are made to ensure students with intervention or pull out classes don't miss core instruction and have assistance to access grade level standards. Students get to participate in extracurriculars such as band, with instruments and equipment provided for those who can't afford the financial commitment. Additional real world application of curriculum is provided through opportunities such as parent volunteers from a variety of backgrounds joining classrooms to talk with students and introduce them to career options. Field trips introduce students to community farming, raising animals, running a local business, and local science. Students in leadership and Special Study Skills learn how to organize and plan for their future, including job interviews, class preparedness, multitasking, fundraising, organizing events, leading their peers, and communicating in an academic or professional setting.	**B2.2** ● Enrollment demographics ● Benchmark Test Scores ● Tiered support systems ● Parent and community volunteers ● Leadership opportunities
B2.3. Student-Parent-Staff Collaboration: Students in TK-5th grade follow a fairly similar educational plan that incorporates all elements of the common core and next generation science standards. However, differentiation is used allowing students who are under grade level work with supports and tiered intervention to reach grade level. Additionally, gifted and talented students are challenged with work that exceeds grade level or goes into more depth within the subject area allowing students to continue to grow from whatever position they're in. As students near middle school, those who are advanced in math are given opportunities to work above grade level, resulting in a few 8th grade students taking IM1 so they are able to enter high school having completed freshman math. These decisions are guided by student work, internal motivation, and aptitude - along with parental guidance and requests - and staff members collaborating up and down grade levels to develop and monitor a student's personal learning plan and other educational goals.	**B2.3** ● Work Plans ● Report Cards ● Parent Communication ● Benchmark Test Scores

B2.4. Post High School Transitions: All 8th grade students attend meetings and participate in a field trip to our local high school where they learn about the programs offered and extra-curricular opportunities available to them. Students are guided through enrollment of classes for their freshman year with consideration given to post-graduation goals and career targets. Parents are included in this planning. College and career decisions are discussed with all middle school students, educating them to the possibilities in their future and the importance of the decisions they make now that will affect the path they take. These conversations take place regularly within their core classes as they apply real-life application and outcomes to in-class learning.	**B2.4** ● Shadow Day ● Field Trip Records ● IM1 Students/Class ● Middle School Class Discussions

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Montessori and Project Based Learning approaches to curriculum delivery.
2. Rigorous, relevant, standards based curriculum is made available to all students.
3. Academic enrichment via Music & Band classes available for all students TK-8th.
4. IM1 and Spanish 1 available in preparation for advanced high school tracks.

Areas of Growth

1. There is room for continued alignment of scope and sequence for grades above and below as they feed into each other. Communication between grade levels and uniform expectations for all teachers within a grade level will benefit students.
2. Some students with gifted academic talents may be overlooked; DMCS could do a better job identifying these students and offering more opportunities and diversity in their assignments to help with continued growth from their higher baseline position.

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*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C1.1 All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work. At DMCS, each student is engaged and working independently on their individual work plan, doing challenging jobs during Montessori Job Time. During Mystery Science and Collaborative Curriculum, students pair share, ask questions, and share critical thinking aloud With our Eureka and Zearn Math Curriculum: Students successfully tackle rigorous math problems, showing grit and persistence. During Math Talks, students explain thinking from dot and number talks. For students in upper grade levels, Literacy Work, Math Competitions (Math Video Challenge), a Social Studies Wax Museum, and Sutter's Fort Immersive PBL, all involve students participating in challenging and relevant learning. In addition, students are given the opportunity to work at a math level higher than their grade level. All 7th graders are given the opportunity to take a placement test at the beginning of the year to be placed into 8th grade math; the students who do this are then able to take Integrated Math 1 in 8th grade and start high school in Integrated Math 2.	**C1.1** ● Work Plans ● K-6th adoption of Collaborative Curriculum and Mystery Science in Class ● K-6th adoption of Eureka and Zearn curriculum ● dates of UCD Math talk training and % of teachers who attended ● Testing data ● Zearn success stats ● Student writing samples from Collaborative Classroom ● Notes from IDR conferences ● AR test scores ● Science fair projects ● Novel study projects ● Number or percentage of students attending a higher level math class ● Canvas gradebooks ● Flipgrid videos
C1.2 Our lessons are informed by the standards and we	**C1.2** ● Did not identify

communicate concepts/objectives to the students within the lesson verbally. However, the K/1 team does not formally share the standards with students, or expect students to state the standards/expected performance levels. Upper grades communicate the standards to their students more formally. Objectives and goals are communicated to students in language that is accessible by students daily and by unit. In middle school, students are verbally coached on a frequent basis about the standards and skills they need to master in order to be successful in high school, college, and the workplace. Discussions about how their academics lead to these real world opportunities are covered in all core classes. Parents are also coached in this process and the importance of the standards and responsibilities that are being taught to their students.	● Rubrics ● I can statements ● Math goal of the day

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1 The Montessori method requires that teachers facilitate learning as coaches. This model can be seen throughout our campus. Teachers are current in the instructional content taught, and current in research-based instructional methodologies - including differentiation and the integrated use of technology. In an effort to remain current in each of these areas, DMCS facilitates and pays for the following on-going professional training and development: ● Montessori Training ● Collaborative Classroom Training ● Math Talk Training - UC Davis ● Math Mentoring - schoolwide	**C2.1** ● TK-3 continues to implement Montessori methods and use Montessori materials to teach standards. ● Teachers and staff have participated in multiple professional development opportunities which has informed their instructional practices in the classroom.

● Our administrative team shares professional development opportunities in areas where they are most informed and practiced. ● Mentor Teachers / Student Teachers ● Equity Training ● SpEd Trainings ● Social Emotional Learning ● Sheltered Teaching ● GLAD Trained (some teachers) ● Tiered intervention (Tiers 1-3) ● Universal Design for Learning ● Many subject/grade level specific trainings off campus	Admin can show data of PD participation. ● Math talks are practiced school-wide. ● K-6th Math scope and sequence ● The Collaborative Classroom Curriculum is practiced school wide. ● School and Board equity statement. ● Schoolwide implementation of tiered intervention within class (small groups, work plans), and also through Academy, pull-out/push-in services. % of students receiving tier 2. ● PD certificates ● Shared google drive lessons/notes from facilitators
C2.2 All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook. Some examples of these learning opportunities are as follows: Annual History Wax Museum Math Competition Collaborative Math Projects 6th Grade Science Projects & Experiments Student Board Presentations Technology implemented in multiple forms Math manipulatives and hands-on materials are used up through middle school. Song writing and artistic performances Students work with content across multiple representations and mediums; i.e. reading a book and doing a presentation of it, a poster, a diorama, a Powerpoint, a book report/essay, etc. In math, using math manipulatives and moving to abstract reasoning and application of the concept; seeing one concept in many ways and in many representations (in middle school, seeing a linear function in a table, graph, equation, picture, etc.) Student choice in seating Student choice in writing using various settings	**C2.2** ● % of students participating in coding ● % of school using Canvas ● Flip Grid and Google Classroom data ● Student announcements ● % of 4th-6th involved in extracurricular projects ● pictures of seating ● writing samples ● student work samples from the math menus ● Event pictures ● Team rosters

Math menus Reading Fair, 2nd-3rd Battle of the books, 2nd-6th	
C2.3 All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities. Teachers are trained in and reminded of Bloom's Taxonomy application and Depth of Knowledge, critical thinking processes. Teachers require students to investigate, analyze, critique, and connect subject matter from one area to the next. As students are encouraged to move deeper in their cognitive processes, tiered supports are made available to those who struggle in these areas. The following opportunities are samples of ways these concepts are developed and engaged at DMCS: Collaborative Curriculum Zearn is challenging Montessori Job extensions Dedicated Reading Time (IDR) Special Science Teacher and Mystery Science Students teaching each other in mixed grade levels Student Pair-Share ideas and thoughts Writing Math menus Real life applications through written and spoken communication	**C2.3** Home to school connections through activities and shared information -Pictures of students working with other grade levels -Student writing samples
C2.4 All students have access to and are engaged in career preparation activities. All students participate in a variety of field trips that are connected to curriculum in the classroom for real life examples of learned concepts. Beginning in 4th grade, students experience more involved learning opportunities with overnight trips to Sutter's Fort, Science camp, Washington DC & Colonial Williamsburg. DMCS students are taught leadership concepts and given the opportunity to engage their peers as leaders in a variety of ways in each classroom and around campus. The performance of executive functioning skills are developed and honed as students grow and mature. Classes discuss career choices, meet volunteers and guests from various fields, and learn what it takes to reach their goals. Students learn the processes of identifying project management through research, analyzing, drafts, editing, critiquing, presenting, and follow-through.	**C2.4** ● pictures ● rosters ● writing samples ● grant applications ● email communications ● zoom attendance ● canvas logins ● excel worksheets ● google slides

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. With 1 to 1 Chromebook availability, students at DMCS learn Technological navigation well early on and are able to apply these skills in a variety of settings.
2. Teachers are eager and willing to do professional development to grow as educators and advocates for their students.

Areas of Growth

1. While upper grade levels have a strong focus on career readiness, more could be done at the lower grade levels to prepare students for
2. Students need a stronger foundation in basic money sense and application of financial practices.

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*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1. Professionally Acceptable Assessment *Process*: At DMCS the school administrators and instructional staff have developed a system of acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders including teachers, administrators, and parents. Our director disaggregates the data from state and local benchmark testing, analyzes it, and incorporates it into a visual presentation for parents, board members, staff, and all stakeholders to view. Furthermore, the data is reviewed, explained, and discussed with all stakeholders to provide direction for school board and academic directional decision. Teachers are trained how to view and interpret the data from all testing so they can differentiate their teaching based on test results as well as classroom observations and student	**D1.1** Use of standardized assessment, criterion based profile/checklists, performance based measures, staff/family interviews and record reviews. Use of benchmark assessments (iReady, STAR/Renaissance)

need.	
D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff at DMCS have developed a plan for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. These markers are all based on Common Core Standards. The data team has developed a strong framework for analyzing student performance data within and across grade levels. Teachers are working to develop common curriculum and common assessments within grade bands.	**D1.2** Data collection, observation, consultation with staff/student families & record review. Data team meetings aligned with Trimester/intervention cycles to review student performance data
D1.3. Monitoring of Student Growth: The school is developing an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.	**D1.3** Data collection, observation, consultation with staff/student families & record review. Data collection, monitoring and reporting progress on standards-based IEP goals on Trimester basis
D1.5. Schoolwide Modifications Based on Assessment Results: DMCS uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.	**D1.5** Tier 1 classroom supports, Tier 2 classroom supports, 504 plans, accommodations per IEP & modifications per IEP Based on schoolwide math assessment results, DMCS brought in a math coach and focused math Professional Development. Zearn, a digital online curriculum was purchased to allow for scaffolded math instruction.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. ● Teacher-created and curriculum provided assessments inform instruction. ● Exit tickets are used to measure student understanding (Zearn and Eureka math). ● STAR Reading and Math assessments are given at the end of each trimester to measure student achievement against grade-level standards. ● Teachers (K-3) administer sight word and reading fluency assessments based off grade-level standards ● Teachers (K-2) administer the BPST test ● Weekly informal check-ins are given ● Trimester PBL projects reflect student understanding of a concept ● Montessori job completion, teacher observations, and grading of weekly work-plans demonstrate student understanding and achievement ● Teachers utilize small group instruction to best fit student learning needs and goals ● Small group interventions within the classroom are provided to students via paraeducators and other educational staff ● School wide, teachers utilize Collaborative Classroom as the ELA curriculum **D2.2. Teacher and Student Feedback**: ● Each trimester families attend report card conferences where explicit feedback is given backed by trimester assessment data. Progress reports are given once a trimester and both SpEd and intervention teachers give progress reports once a trimester as well. Teachers provide written and oral feedback on classwork and homework and email parents with updates, concerns, and celebrations.	**D2.1** Use of standardized assessment, criterion based profile/checklists, performance based measures, staff/family interviews and record reviews. Montessori daily and weekly job charts/check lists Dixon Montessori Assessment Calendar

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. The DMCS Data Team has provided excellence in collecting, disaggregating, analyzing, and reporting quantitative and qualitative student performance data. They work in cooperation with classroom teachers to find the best solutions to offer appropriate student support in all areas and tiers.
2. The school provides an excellent Professional Development curriculum addressing student needs based performance data - as well as how to use and respond to results.
3. Tier Two and Tier Three classroom academic, behavioral, and social/emotional supports based on student needs

Areas of Growth

1. Tier One Intervention for Academic, Behavior, and Social/Emotional Supports in the classroom are not strong in every class. Some teachers simply need more training in how to provide these supports. Through the use of learning walks and professional development, we hope to reach stronger outcomes in this area.
2. Aligning curriculum and assessments across grade levels is a goal for our school. While each teacher has a system in place, they're not always congruent across grade level teams or from one grade level to the next, which could potentially affect student outcomes from one class to the next.
3. Tier Two Interventions in our student "W.I.N." (What I Need) support groups have historically been excellent for some. However, other students have been caught in a cycle of repeated intervention of the same nature without the ability to integrate back into the classroom after one or two cycles. DMCS is actively working on this strategy to ensure students make progress, move back to the class - or are tested for SpEd - and ultimately grow academically.

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*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence

E1.1 DMCS implements strategies and processes for the regular involvement of all stakeholders in the learning and teaching process for all students. Parents are invited to share their input at Coffee with the Director each month, at our Charter Advisory Committee each trimester, and via email or in person by appointment with all staff members at any time. Parents are involved in our thriving PTO program, our ELAC group, and a variety of on campus activities and programs held throughout the school year. There is at least one activity per month where our parents, board members, staff, and students are all welcomed and encouraged to participate. This includes a fall fun night, fall festival, two all school musical programs, band concerts, interactive and immersive field trips, book fairs, class plays, spelling bee, battle of the books, lego night, dances, science and math night, and grade level PBL activities that include other grade levels for participation. We work hard to incorporate a variety of cultural events and cultural awareness to many of these activities with a goal of honoring different cultures, but also normalizing them in the lives of all families at DMCS. We want our community to see cultural diversity as the norm in a positive light, placing value on all people of all backgrounds. Along these lines we: ● Host optional holiday celebrations for individuals so that they feel heard and their religious and personal beliefs are honored. ● Educate staff on culturally sensitive strategies. ● Provide a space and time for cultural celebrations and diversity awareness ● Incorporate cultural teaching through music, food, activities, and discussion in classrooms ● Host intentional outreach to parents and community members to present their knowledge and expertise about their culture/profession to other stakeholders ● Provide translation services both in writing and in person for all communication ● Sponsor a thriving ELD program with input from our ELAC group. ● Sponsor monthly ELAC meetings to make sure voices from other cultures are heard and incorporated in all activities ● Offer Social/Emotional Support for Students and Families	**E1.1** ● Coffee with the Director ● Dia de los Muertos in 2nd/3rd grade levels ● PBL events for 5th grade: Wax Museum, Revolutionary War play ● State Capitol tour with local representative ● Teacher representative on ELAC ● Teacher representative on PTO ● Conferences ● Field trips: Sutter's Fort ● Volunteer Log ● Winter and Spring Sing ● Surveys ● Board Workshops ● Charter School Advisory Committee ● Uniform exchange ● Anti-racism statement ● Office communications are translated ● Teacher book group ● Teacher training in trauma based practices ● ELAC Dia de los niños ● Tour to Native American museum ● Facebook ● ELD roster ● School Counselor Support Website for Students and Families

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1 DMCS has basic policies set in place to ensure a safe, clean, and orderly place to nurture learning. In regards to the physical environment, DMCS has a work order procedure. If stakeholders find an area where work needs to be completed, a verbal or written request to our office manager is made. A work order is sent to the school district office and a technician is deployed to complete the work. In addition, basic safety protocol is practiced by students and staff in areas such as walking in quiet lines outside the area where doors may open, walking - not running - on campus, and encouraging students to drink lots of water after play or exercise (especially on hot days). Our PBIS matrix and staff training has helped us ensure these safety protocols are taught to all students in a purposeful way and that each expectation is uniform across campus in every environment for all grade levels. The administration watches the air quality on days when fire smoke has drifted to our area and students are expected to remain indoors. An extensive emergency/safety procedure handbook has been written and is maintained annually with staff training and practice on how to handle a variety of emergency situations. Staff members (and students) are trained on various specific procedures for fire, intruder, shelter in place, earthquake, and pandemic drills to ensure all adults on campus are able to react calmly and efficiently if the need arises to keep our students and staff safe. Over the past few years we have had multiple opportunities to use these procedures when all local schools were on lock down due to suspicious activity, a main water pipe busted, air quality was at a dangerous level, the fire alarm went off	**E2.1** ● Water Bottle refill station ● Handwashing stations ● Air purifiers ● Emergency Procedures book ● Safe schools ● Kickboard ● Teacher Handbook ● Student Handbook ● PBIS Matrix and training slides ● Internet Safety Policy ● Photo/Video opt out agreement ● Uniform complaint procedures. ● Safe School Online Trainings

unexpectedly, and when Covid-19 first shut schools down. Students are all given training on internet safety and computer expectations. Mature sites, social media, and other areas of concern are blocked from computer access on all school Chromebooks. Students and parents sign policies regarding these issues to ensure understanding. Uniform complaint procedures have been set in place by our board of directors and administrator to ensure all students, parents, and staff members have a safe route to share concerns and find resolution that is appropriate and timely when needed. At the beginning of each school year, all staff members are required to complete annual training updates for blood-borne pathogens, chemical handling, suicide awareness and prevention, mandated reporter requirements, first aid, and workplace harassment prevention. These trainings are held online with thorough updates each year and testing to ensure understanding. Finally, our school, like all others in the nation, has worked hard to ensure safety in the new era of the Covid virus. In addition to the basics of social distancing and keeping our rooms, work stations and materials clean, all students wear a mask indoors (and outdoors if there has been a recent exposure to a specific cohort). The school keeps masks of all sizes on hand for students and staff and air purifiers are utilized in each room on campus. In addition, hand washing stations have been placed in convenient locations around campus allowing space for a large number of students to spread out and wash up before/after lunch and recess. Our school nurse has been trained in testing procedures and is able to test multiple students in a matter of minutes. If we discover a Covid exposure in any given classroom, all students and staff from that cohort are tested every few days to ensure safety. Those who are infected or in close contact stay home until procedure has been followed and the rest of the class is in modified quarantine until sufficient time has passed. Our school director attends a regular meeting with other school leaders in the county to stay current on expectations and concerns. The knowledge received is passed on to all stakeholders in a timely manner. **E2.2** The DMCS school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning. Students at DMCS know they are valued and cared for, regardless of their academic ability, race, gender, special needs, religion, cultural background or any other demographic. In truth, many of the students attending our school are here because of the reputation our school has made in the	**E2.2** ● SEL Instruction ● School Counselor ● Anxiety Help/Calming Website ● MERIT Rallies ● Character Awards ● Caught Being Kind Awards ● Decrease in office referrals

community. Parents with students of special needs or other backgrounds have learned that DMCS is known for acceptance and nurturing students who may have experienced difficulty in other schools. With smaller class sizes and a much smaller middle school population, bullying is almost non-existent. Students are able to find at least one staff member with whom they can identify, share concerns, and find assistance when needed. Character Training has a strong presence at DMCS as we identify a new trait each month and encourage our teachers to focus on this trait with their students. Teachers use books, videos, and discussions as an opportunity to teach about honesty, integrity, kindness, determination, and more. Once a trimester, we host a rally for all students to come together and celebrate one of these character traits and allow students to demonstrate how these traits can be implemented in daily life from a child's perspective. Students show videos, perform skits, and sing songs to reinforce these concepts. Character awards are given to students who go above and beyond to show this trait at school. Staff members pass out "caught being kind" tickets to recognize when a student shows kindness to another. One of our schools ESLRs from MERIT is the R for Respectful Citizen and this is reinforced through the programs mentioned above. At DMCS we recognize that students are able to focus on academics and personal growth when they're not worried about negative hurdles such as bullying, problems at home, difficulty managing school work, or other negative factors. Our students are taught coping skills for social emotional support and guidance in the classroom through breathing exercises, class discussions, and self-help tools. We have a full time counselor on campus who works with students in social training groups, anger management, anxiety support and for one-on-one counseling as IEP minutes are mandated. Teachers are trained to grow their skill in assessing concerns and helping students in need. **E2.3** At DMCS, we strive for an atmosphere of trust, respect, equity, and professionalism. These qualities are taught - not only to staff - but to students as well. Trainings on how to keep a safe, non-hostile work environment are conducted annually, along with basic conversations and reminders on how to handle concerns and conflict in a positive way, without spreading gossip or holding side bar conversations that could be damaging to campus/staff morale and state of mind. In an effort to prevent individual staff members from holding control or intimidation over others, grade level teams meet at the beginning of each instructional year to	● Decrease in suspensions **E2.3** Staff records of stipend positions Professional development trainings Staff handbook Safe School online trainings

determine who will represent the team in our leadership meetings, PBIS team, and other stipend positions for staff members. We try to rotate through new individuals each year allowing some to take a break and other voices to be heard. Professional standards are applied to all staff members and favoritism is avoided through check and balance systems. For example, more than one administrator conducts teacher observations and offers feedback for areas of growth.	

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
E3.1 The DMCS school leadership team works together to analyze the school strategies we have had in place through the years to implement new strategies and changes to our systems in an effort to ensure the most effective multi-tiered support programs are in place for students with a variety of academic needs. This includes our RtI process of analyzing student data, classwork, and teacher observations - responding to the students needs with Tier 1 interventions, documenting progress, and eventually moving students who need further support to Tier 2 interventions. Again, progress is documented and if needed, SSTs, testing, and Tier 3 supports are applied. This process has not always been clear and through the years our staff has experienced a significant amount of change in the approaches we've used. With the addition of our current Special Education Student Services administrator and our Academic Student Services administrator, a data team has been formed to help walk teachers through the appropriate process to ensure they meet students' needs in the classroom as often as possible with support and training for all.	**E3.1** -SST slideshow -Counselor website -Self-care kits -Counselors visit classrooms: slideshow or handout -Student check ins

E3.2 As mentioned above, tiered strategies have been applied and staff members are being trained in the processes of Tier 1 academic supports and documentation to best serve their students. Tier 2 Supports are offered through our new W.I.N. (What I Need) team, who push into classrooms and meet with grade level groups for targeted reading and math instruction based on the student's individual needs. This runs in 8 week cycles, then students are evaluated for continuation or progress made. Our school counselor offers one-on-one counseling to students with this need, but also provides support in the way of group meetings, social-emotional management training, Each classroom has a peace corner or area for students to relax, calm, and talk out differences with other students.	**E3.2** ● W.I.N. Class lists ● Inclusive support for students with IEPs and 504s in the general education classroom ● Reading buddies ● Math club; grades 6-8 ● Counselor Website and Calming Stations ● Peace Corners/Peace Tables
E3.3 School leadership has accessed the progress made using our previous tiered support system and found it to be inadequate. Some students who needed help weren't receiving it. Some teachers didn't understand their role in the Tier 1 process or documentation needed to help students receive Tier 2 help. Other students ended up in the Tier 2 level for many cycles in a row without making as much progress as should be expected and weren't always responded to with the additional testing or differentiation needed. Fortunately, DMCS now has a new process in place to review data at the individual teacher level, with grade level teams, and ultimately with the data team as a whole to confirm.areas of need are being met or changes are being made when needed. While this process has not yet been perfected, much progress has been made.	**E3.3** ● Data Team ● Teacher Rep Team Meeting Notes ● Admin Team Meeting Notes
E3.4 DMCS ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards. This includes access to off-campus field trips, special learning activities, classroom and grade level PBLs, music, science, and PE classes, family math night, book fairs, and band. We communicate clearly in English and Spanish so that all families can understand the opportunities. We ensure that special events and classes include any and all students with special needs who want to participate. We provide para support in these classes and activities for those who need assistance or one-on-	**E3.4** ● PBL photos or trifolds ● Board presentations from students/teachers ● Science camp ● Washington DC trip ● Solano RCD trips ● Running club ● Art show ● Talent show ● May Fair ● Spelling Bee ● Battle of the Books ● Leadership Elective for

one guidance. **E3.5.** We work hard to train our students in the importance of self advocacy regarding their education and life endeavors. Students deepen their sense of self and make personal and community connections that are meaningful and relevant within the classroom, at recess, lunch, and free time, and in activities outside their homeroom such as music and science classes. One of the key Montessori philosophies is for students to become advocates for their own needs and learn to make excellent choices with the autonomy they are given. While this looks different at varied grade levels, by the time students enter middle school, they email teachers anytime they are absent to ask what work needs to be made up. They communicate questions with teacher regarding assignments and any difficulties they may encounter while completing work. Students at all age levels are taught to raise their hand, offer feedback to their peers, get involved in classroom decisions, and speak up when they have a need. At DMCS we take this a step further to encourage parents to step back on occasion and allow their student to speak for themselves.	Middle School students **E3.5** ● Student/Teacher Emails ● Montessori Work Plans ● Classroom observations

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Classroom and grade level PBLs have proven to be a successful way to teach grade level standards to students with much more engagement and enthusiasm.
2. The ability to have access to a counselor as needed for individual and group needs, on campus, on a full time basis has helped our data team and academic services fill in gaps for a well rounded approach to caring for all students on campus.
3. Tier Two Reading and Math Intervention for academic growth has been incredibly valuable for students and we have seen many increase their academic progress to close grade level gaps.
4. DMCS is fortunate to have incredibly strong and well attended PTO and ELAC groups who serve our student population well.

Areas of Growth

1. DMCS has great growth opportunities to enhance our school community, safety, and climate in the areas of behavior supports, school safety, staff training, volunteer engagement, and increased positivity.
2. While PBLs have been a strong strategy for some grade levels, our middle school team is lacking in this area of teaching. Since this is part of our school's charter and something specific that sets us apart from traditional schools, it is important that the Middle School team find a way to implement PBL in their teaching.
3. As is the case with many schools, parent involvement is incredibly helpful and reliable in lower grades. However, in the upper grades, we lack the same level of support and involvement. In addition, we need to forge more effective relationships with businesses and community groups that will ultimately enrich the academic and social growth of our students.
4. The leadership program for middle school is a work in progress. We have a need for a stronger program with a leadership curriculum that gives our students specific instruction in what it means to be a leader and how these traits can be used in life and community service. It would be helpful if we could construct our leadership program to naturally lead into the highschool's leadership program with similar values.
5. While DMCS has some involvement with resources and businesses in our community, it would be good to build on this and continuously recruit more outside resources from the community and integrate them into the school and classrooms.

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*The summary information will be used for Tasks 4 and 5.

Chapter IV: Summary and Analysis of Identified Major Student Learning Needs

In summary, like any school, Dixon Montessori Charter School is proud of the improvements we have made in the last few years. We also see a need for continuous improvement to meet the needs of our students, staff, and other stakeholders in the ever-changing world of education. To that end, a few areas have risen to the top of our radar as the most important issues we want to address first. First, Dixon Montessori Charter School expects academic growth for all students. Recent standardized test scores, benchmark testing, English Learner reclassification, and other local assessment data do not reflect continuous improvement for all students across the board. This is concerning for us and in response, we have created some new systems and procedures to help us improve in the areas of greatest need.

The next concern on our radar is the importance of attracting and retaining high quality staff. One of the most important factors in raising student achievement is a highly qualified teacher. Research shows that teacher subject-matter knowledge is greatly associated with student learning. Teachers and staff have expressed the overwhelming need for added opportunities for relevant Professional Development especially in the areas of Montessori activities, response to intervention, math, behavior, UDL, SEL, and special education. For the 2020-2021 school year, our teacher retention was 86.4% and our overall staff retention rate was 87.8%. We would like to see this percentage increase to at least 90% in both areas. In addition, we want to ensure that the teachers we employ are all 100% appropriately credentialed. Currently, 14.8% of our teachers are in the process of clearing their credentials through the California teacher induction process, attaining CLAD certification, or completing all final exam work.

Our 2020-2021 end of year staff survey reflects that 69.7% of staff members agree that they have the training needed to accomplish their job 69.5% agree that they have the supplies needed to accomplish their job 73.9% agree that the admin team is supportive 43.4% agree that morale is positive. 78.3% agree that students' needs are the priority in decision making. 60.8% agree that they have the necessary information to perform their duties. Finally, 60.9% agree that staff meetings and CPT are effective and productive. DMCS would like to see these percentages increase significantly to 75%-80%. Continued Investment in faculty and staff is expected to improve teacher performance and job satisfaction. DMCS will fund and support Induction training for all teachers in need of clearing their credentials. New teachers are more likely to leave the profession if they are not appropriately supported. In addition, the appropriate curriculum and training for that curriculum will ensure their success.

Our third area of growth is the need for a cleaner, safer, school facility in partnership with the Dixon Unified School District from whom we rent our property. A clean and safe environment ensures the health and safety of everyone including teachers and students. A safe and clean environment contributes to school pride, and increases learning time that could be lost due to illness. With school returning in the fall health and safety are among the top concerns of virtually every parent and staff member. Our shared experience with COVID has increased our attention to keeping a safe and clean environment. Even without COVID, our facilities are consistently the lowest scoring item on our parent surveys. Staff and students deserve a clean, safe, and maintained environment to work and learn in. Daily cleanliness spot checks need to be performed. A portion of this movement will depend on staff attention to detail, reporting problems to the district, and district follow through in repairing problem areas.

The fourth area of growth that we feel needs to be addressed is our school's community, safety, and overall climate. While our suspension rate has decreased dramatically over the past 3-5 years, we want to implement a lasting system that ensures this lower rate continues. During the 2019-2020 school year (during Covid), we had 2 suspensions. Our office referral rate is much lower and our positivity rate (goal of 4 to 1 positive reinforcement) was 89%. We would like to see these levels be maintained now that school is back on campus with full classrooms again. Students need a safe and consistent environment for learning. Positive Behavior Intervention Support (PBIS) is used to maintain the learning environment. DMCS understands and encourages the link between children's emotional development and their ability to learn at an optimal rate. To support the development of social skills, emotional intelligence, and academic wellbeing, DMCS must continue to improve upon our PBIS system to enhance the classroom and school community. DMCS will strive to make each classroom, the campus, and the broader parent/teacher/family community a place that is welcoming, safe, and academically enriching.

Our final area of growth is based in the need to develop active partnerships with parents and businesses in the community. Developing these partnerships contributes positively to student academic performance and school engagement. This goal builds on the schools previous goal focusing on stakeholder engagement and business and community partnerships. Data from our Fall and Spring Family surveys shows that this goal still remains relevant. Analysis of data shows that 38% of families responded to the Spring 2021 Family Survey and 40% of families responded to the Fall 2020 Family Survey. Although these response percentages are encouraging when compared to previous years, it proves that more work still needs to be done in engaging our stakeholders and promoting feedback and communication. The PTO and ELAC shall meet 10 times annually and have been attended by 10% of the parent school population and EL Families. The Charter Advisory Committee shall meet 3 times annually with an even smaller group of representatives. We would like to see an increase to 20% involvement with our PTO. Our DMCS advisory board has 6 parents currently serving in various capacities and we'd like to maintain this level of engagement. However, campus community surveys generate a response of 20% or higher. We would like to see a 40% or higher response rate. 25% of parents participate in school events. We would like to see an increase to 35%. We would also like to see an increase in parent attendance at our annual "Dragonfly Dinner" fundraiser.

Chapter V: Schoolwide Action Plan

Revised Schoolwide Action Plan Focus Areas

Focus 1: Improve student achievement as measured by standardized test scores, English Learner reclassification, and local assessment data. (D, pg. 44)

- SBAC Interim Benchmarks
- Math & ELA Interventions
- ELD pull out plus in class sheltered instruction
- Renaissance/Star Tests
- Math Coach and PD

Action Steps:

1. We will introduce training and implementation of the SBAC interim benchmarks in order to expose teachers and students to the rigor, style, and presentation of state summative test questions.
2. We have plans to introduce and train hand scoring to help grade level teachers normalize written response assessments. Vertical and horizontal alignment will help to ensure that all classes and all students are familiar with state academic expectations.
3. Math and ELA intervention systematically target learning gaps and attempts to bridge those gaps with intervention tools. Intervention is push in or pull out, small group or large group, integrated or designated depending on the needs of students. This intervention is delivered though our W.I.N. (What I Need) program with new instructors to bring 20-30 minutes of focused instruction to the students with the greatest needs and achievement gaps on a daily basis.
4. The ELD Teacher/Coordinator will provide high quality designated ELD support for qualifying students. The ELD Teacher/Coordinator also provides integrated ELD training to teachers, tests students, and ensures compliance.
5. Renaissance and other tools are used to assess student performance throughout the school year. Student assessment provides data for individual teachers, teacher teams, and administration to use in the continuous improvement effort. We are monitoring student progress and our Data Team meets each trimester to carefully monitor results with classroom teachers to ensure students who may need tier II or III interventions are not slipping through the cracks.
6. We will continue to provide regular, professional development sessions throughout the school year in the area of math instruction as well as individual teacher coaching from a reading specialist to improve our reading instruction with all grade level teachers. Our math coach provides training to help guide teachers in the planning and implementation of lessons, units, and projects. School wide coaching will help to ensure consistency.

Focus 2: Attract and retain high quality staff (A, pg. 26)

- Professional Development
- New Teacher Induction

- Curriculum & Assessment Training & Support
- Educational Grants, Personal PD, and Stipends for leadership positions

Action Steps:

1. **Professional Development** - Regardless of teacher status, 100% of our teaching staff will participate in professional development to broaden and sustain their understanding of Common Core State Standards ("CCSS") and up to date pedagogy, including strategies for differentiation to enable English learners and students with special needs to access the appropriate grade level standards, while providing students with academic rigor.
2. **Individual Professional Development** - The school will offer and consider professional development on an individual basis to encourage continuous professional growth.
3. **Curriculum and Assessment** - Appropriate curriculum and training for curriculum will ensure that teachers are able to deliver high quality lessons that are rigorous and connected to state standards. DMCS will purchase curriculum as necessary, and provide training for that curriculum. Appropriate assessments are necessary for school staff to gauge and address student needs.
4. **Competitive salary, benefits, and stipends** - We recognize that retaining a qualified staff involves a competitive compensation plan. Our newest salary and benefits range between 1.54% - 4.85% above local average when comparing Dixon Montessori with Dixon USD, Davis JUSD, Vacaville USD, Kairos, Winters USD, Travis USD, Woodland USD, and Fairfield USD. We also offer a $5,000 educational grant available to staff for ongoing education.
5. **Educational Grants -**. DMCS will continue to offer an educational grant of $5,000 in exchange for years served at the site for continued education that is needed by DMCS.
6. **Stipends** are offered to teachers who take leadership positions at the school.

Focus 3: Maintain a clean and safe school facility in partnership with DUSD (A, pg. 26)

- Daily general cleaning; inspections for safety hazards
- Movement to "good standing" rating on the FIT facility inspection checklist (involves district follow through)
- Site beautification

Action Steps:

1. Daily General Cleaning - Custodial staff will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards
2. Movement to "good standing" on the FIT (District's standard of campus cleanliness and safety). Annually, 75-89% of all items on the Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed. This movement will depend on DMCS attention to reporting problems to the district, and district follow through in repairing problem areas.
3. Site Beautification - Dixon Montessori has a committed parent presence that has been highly effective in non construction school maintenance. Assign staff to work with parent committees on site beautification.

Focus 4: Enhance School Community, Safety, and Climate (E, pg. 52)

- Continuation and growth of our PBIS system
- Increased positivity (attendance awards, MERIT awards, caught being good, high % of positive behavior intervention in classrooms)
- Behavior and culture tracking software
- School safety plan and staff training
- Volunteer engagement

Action Steps:

1. In an effort to continue growth in our PBIS plan, Teachers will be trained in and follow the Positive Behavior Intervention System which outlines our classroom management and behavior school-wide approach. The Dean of Students will work with teachers and families to manage student behavior issues and concerns. SEL training will be provided based on student need. Discipline incidents will be used as evidence and can be found in Section C of the DMCS Charter.
2. Our increased positivity will be targeted through attendance awards, MERIT awards, and caught being good rewards. Other positive reinforcement will be used to teach and reteach expected student behavior. Awards will be presented at school assemblies or in classrooms. Teachers trained to use positive behavior intervention in classes and on the playground.
3. Positive and negative student behavior incidents will be tracked electronically and used as evidence to guide the Dean of Student's daily operations and training. Data will also be used to determine intervention levels for students, and to help teachers and other staff respond appropriately to behavior incidents in class or on the playground.
4. Annually, all Charter School employees are trained on the elements of the School Safety Plan. Students will participate in Fire, Earthquake, and safety drills Annually, all school employees are trained on the elements of the School Safety Plan. Students will participate in Fire, Earthquake, and safety drills. Other beginning of year safety training.
5. Rigorous adhesion to the school attendance plan and the tiers of re-engagement will increase student learning time and reduce unsupervised time. School office assistant will work as the school attendance officer for 50% of her time.
6. SEL training by staff or an outside agency will help increase self awareness, academic achievement, and positive behaviors in school. This will be provided at the beginning of the school year and revisited throughout the year.

Focus 5: Develop active partnerships with parents, businesses, and the community in order to enrich the academic and social growth of students. (E, pg. 52)

- Maintain parent representation on our governing board
- Receive input and support from parent organizations (PTO, ELAC, Coffee with the Director, and Advisory Committees)
- Satisfaction Surveys for parents
- Community Events on campus and within the larger Dixon community
- Community partnerships with service clubs, local businesses, donors, and volunteers

Action Steps:

1. DMCS will maintain parent representation on the DMCS Board of Directors.

   a. DMCS will proactively inform the parent community of anticipated or current vacancies on the DMCS Board via school email, newsletter, school website, Social Media postings, or other forms of mass communication.
   b. DMCS Administrators along with the Community engagement liaison will actively recruit Parent Board members when open board positions are available.
   c. Outcomes will be measured by Annual Board membership records, Governing Board meeting agendas, and meeting minutes identifying Parent Members.
2. DMCS will receive input and support from parent organizations.
   a. DMCS will foster relationships with Parent Organizations, including the Parent Teacher Organization (“PTO”) and Comité de Aprendices de Ingles/English Learner Advisory Committee (“ELAC”), as well as Parent Advisory Committees, including the Charter Advisory Committee and other committees.
   b. DMCS will provide staff representatives to organizations, establish a community outreach liaison, and maintain a solid base of school ambassadors (students and parents).
   c. DMCS will promote organizations and committees through email, newsletter, school website, Social Media postings, or other forms of communication.
   d. Outcomes will be measured by meeting agendas, minutes, and attendance records.
3. DMCS will conduct satisfaction surveys in order to give parents an avenue to provide feedback to the Charter School.
   a. At least twice annually, DMCS will conduct Campus Community surveys to evaluate performance levels in the areas of culture, safety, communication, and program satisfaction.
   b. DMCS will use these surveys to help identify areas in need of improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and action.
   c. Outcomes will be measured by survey tools and records of responses.
4. DMCS will host or participate in community events to nurture community on campus and within the larger Dixon community.
   a. DMCS Executive Director will meet with staff and leadership of PTO and ELAC in order to identify opportunities and events to create and nurture community on campus and within the larger Dixon community.
   b. Continue participation with defined school events to engage community partners.
   c. DMCS shall host or participate in at least five community events throughout the academic year.
   d. Outcomes will be measured by The DMCS calendar of school events which outlines events such as Meet and Greet, Back to School Night, Winter Sing, Sharing Night, Dragonfly Dinner and Auction, Spring Sing, Field Day and Parent Information Nights among others.
5. DMCS will promote Parent partnerships and community engagement
   a. DMCS will continue to target community groups such as Rotary or Lions, for partnership and support.
   b. Extend school event invites to a wider community base.
   c. Target prospective donors and create fundraising project plans.
   d. Implement a Communication Model to facilitate communication among all the groups within DMCS, between DMCS and the District, and between DMCS and the community-at-large.
   e. DMCS will provide a staff representative to act as the Community Engagement

Liaison, and Bilingual recruiters, to further promote parent and community engagement.

6. DMCS will actively seek out relationships with local businesses
    a. The relationship between local businesses and DMCS will be improved through participation in the Dixon Chamber of Commerce, Rotary meetings, and direct communication between our stakeholders and local business representatives.

Appendices (include hyperlinks to items listed below)

A.
Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link

B.
Results of student questionnaire/interviews

C.
Results of parent/community questionnaire/interviews

D.
The most recent California Healthy Kids Survey

E.
Master schedule

F.
Approved AP course list

G.
UC a–g approved course list

H.
Additional details of school programs, e.g., online instruction, college - and career readiness programs, partnership academies, IB, AVID

I.
California School Dashboard performance indicators

J.
School accountability report card (SARC)

K.
CBEDS school information form (please insert link)

L.
Graduation Requirements

M.
Any pertinent additional local data

N.
Budgetary information, including school budget

O. Glossary of Terms Unique to the School

1. **PLC (Professional Learning Community)** = Focus Groups—a selected groups of grade level and school representatives that work together for the better of the school, students, staff

2. **CPT (Common Planning Time)** = Home Groups—a common time (meeting each Wednesday), where the entire school staff can meet and learn together

3. **M.E.R.I.T** (DMCS Expected Schoolwide Learning Results) =

   Motivated Learners
   Effective Communicators
   Respectful Citizens
   Innovative Thinkers
   Technologically Skilled

4. **ILP Forms (Individual Learning Plan)**-- individualized plans that change as student needs and interests change. These plans look very different by grade level and by child.

5. **RTI (Response to Intervention)**-- Multi Tier approach to the early identification and support of students with. The DMCS **RTI** process begins with high quality instruction and universal screening (iReady) of all students in the general education classroom K-8.

6. **Academy (Intervention class)**-- A general education intervention class provided to students identified through RtI as one or more grade levels behind and require intervention in reading and/or math

7. **DMS (Delta Managed Services)**-- back office support for categories such as personnel, finance, HR, etc. They can be reached at (916) 649 -6461

8. **PBIS (Positive Behavior Intervention Support)** --PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support.

9. **CCSS (Common Core State Standards)**- -Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

10. **PBL (Project Based Learning)**-- a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.