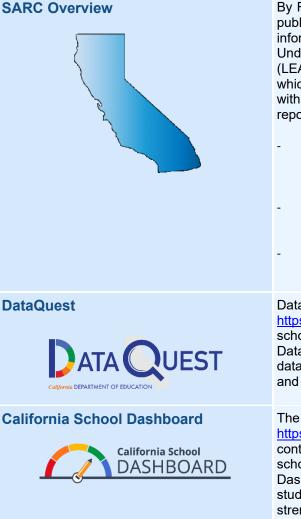# Boronda Elementary School -Dual Immersion Academy Salinas (DIAS)

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

2023-24 School Contact Information

School Name	Boronda Elementary School -Dual Immersion Academy Salinas (DIAS)
Street	1114 Fontes Lane
City, State, Zip	Salinas, CA 93907
Phone Number	831-753-5615
Principal	Diana Dietrich
Email Address	diana.dietrich@salinascityesd.org
School Website	https://salinascityesd.org/boronda-dias
County-District-School (CDS) Code	27 66142 6026512

2023-24 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website	www.salinascityesd.org

2023-24 School Description and Mission Statement

The Dual Immersion Academy Salinas- Boronda is dedicated to preparing all students linguistically, academically and socially to contribute to, and thrive in, an ever-changing world.

Dual Immersion Academy Salinas - (DIAS Boronda) opened fall 2015 with one transitional kindergarten class and two kindergarten classes. The school added dual immersion classes every year through 2021-2022 to become a TK-6 program. Based on the 90:10 model in the first two grades (90% Spanish and 10% English), Dual Immersion Academy of Salinas students incrementally increase the amount of English to a 50:50 model in the upper grades. In our program dual language or two-way bilingual immersion program, all students are engaged in second language study for 5-7 years in an effort to develop high levels of bilingualism (the ability to speak fluently in both Spanish and English) and biliteracy (the ability to read and write in both languages). In addition to immersing students in language and literacy, the educational program integrates and emphasizes STEAM: Science, Technology, Engineering, Arts, and Mathematics.

Boronda DIAS's demographics are as follows: Hispanic - 88%, White - 9%, Asian or Pacific Islander - 2%, Two or more races - <1%, Black - <1%, Native Hawaiian or Other Pacific Islander - <1%, Native American - <1%, Unspecified - 1%, English Learners - 56%, Low income - 55%, Male - 50%, Female - 50%.

Boronda DIAS has achieved significant milestones by offering students enriching experiences in various artistic realms, including music, dance, and art. It has also successfully established and maintained cherished school traditions like Dia de Los Muertos, Corazones Unidos Family Dance, and Art Night. Moreover, the institution has excelled in fostering a profound sense of community and belonging among students, staff, and families alike.

2023-24 School Description and Mission Statement

Boronda DIAS places significant emphasis on maintaining the school's cultural legacy and fostering a positive climate through its cherished traditions. It actively seeks input from stakeholders—parents, students, and staff—when making pivotal school decisions. The institution is committed to offering diverse and enriching experiences for students, including opportunities in Music, Art, and Dance. Moreover, it consistently engages in cycles of inquiry and addresses practical challenges to enhance both student academic achievements and socio-emotional learning (SEL) development.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	34
Grade 2	39
Grade 3	42
Grade 4	36
Grade 5	38
Grade 6	22
Total Enrollment	267

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
American Indian or Alaska Native	3%
Asian	0.7%
Black or African American	0.7%
Filipino	1.1%
Hispanic or Latino	84.3%
Two or More Races	0.7%
White	9%
English Learners	44.2%
Homeless	25.1%
Migrant	2.6%
Socioeconomically Disadvantaged	49.1%
Students with Disabilities	7.5%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	54.55	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	27.27	21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	18.18	11.00	2.99	12115.80	4.41
Unknown	0.00	0.00	6.00	1.63	18854.30	6.86
Total Teaching Positions	11.00	100.00	368.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	64.29	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	14.29	47.00	12.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	21.43	8.00	2.14	11953.10	4.28
Unknown	0.00	0.00	2.00	0.53	15831.90	5.67
Total Teaching Positions	14.00	100.00	374.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	2.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.00	3.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	2.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.1	14.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2018 (English) / April 13, 2015 Eureka Math, Great Minds, 2018 (Spanish) / October 10, 2016	Yes	0%
Science	National Geographic Learning - Cengage 2022	Yes	0%
History-Social Science	SAVVAS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

School Facility Conditions and Planned Improvements

During the 2021 - 22 school year, the primary play structure was replaced with a new and modern play structure with updated safety and student access features. Future projects include roofing and asphalt replacement.

Year and month of the most recent FIT report	03/08/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Boys/Girls Restroom Modernization Project Summer 2023
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	22	23	26	24	47	46
Mathematics (grades 3-8 and 11)	20	27	20	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	134	97.81	2.19	23.13
Female	65	64	98.46	1.54	26.56
Male	72	70	97.22	2.78	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	123	120	97.56	2.44	20.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	52	96.30	3.70	5.77
Foster Youth	0	0	0	0	0
Homeless	38	36	94.74	5.26	27.78
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	66	95.65	4.35	19.70
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	13	92.86	7.14	15.38

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	135	98.54	1.46	27.41
Female	65	64	98.46	1.54	21.88
Male	72	71	98.61	1.39	32.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	123	121	98.37	1.63	26.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	53	98.15	1.85	15.09
Foster Youth	0	0	0	0	0
Homeless	38	37	97.37	2.63	27.03
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	67	97.10	2.90	20.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	13	92.86	7.14	7.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.04	21.62	12.58	14.08	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	37	100.00	0.00	21.62
Female	17	17	100.00	0.00	23.53
Male	20	20	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	27.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	23.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.8	95.8	95.8	95.8	95.8

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents play an important role at Dual Immersion Academy Salinas (DIAS)- Boronda through active participation and involvement in the School Site Council, the English Language Advisory Council, and our Parent Teacher Organization. Parents are encouraged to volunteer at school events and in classrooms. Participation in our PTO is encouraged, and no membership dues or fees are required in order for families to participate. Specifically, the PTO supports all fundraising, social and community outreach events, including family fun events. Parent voice is welcomed at DIAS, and Parent Voices meetings are being incorporated into the school year, so that parents can provide input on what is working, what needs to change, and any possible ideas/solutions they might have.

Boronda DIAS provides parents with opportunities to support students through the educational process. Some opportunities to become involved are through participating in parent-teacher conferences, volunteering in classrooms, and chaperoning in excursions or school academic field trips.

Additionally, Boronda DIAS provides information to parents in various forms. Parent meeting agendas are posted on ParentSquare, a monthly newsletter will be made available to parents with important upcoming events and school initiatives, in addition to flyers or announcements about school events or information.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	269	268	21	7.8
Female	131	131	11	8.4
Male	138	137	10	7.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	0	0.0
Asian	2	2	0	0.0
Black or African American	2	2	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	227	226	17	7.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	24	24	4	16.7
English Learners	127	126	6	4.8
Foster Youth	0	0	0	0.0
Homeless	69	69	4	5.8
Socioeconomically Disadvantaged	138	137	10	7.3

Students Receiving Migrant Education Services	7	7	0	0.0
Students with Disabilities	24	23	4	17.4

C. Engagement	**State Priority: School Climate**
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
	• Pupil suspension rates;
	• Pupil expulsion rates; and
	• Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.15	2.31	1.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0

Students with Disabilities	0	0

2023-24 School Safety Plan

Visitors are required to sign in at the school office and receive a visitor's pass. Staff members report anyone without a pass to the school office. Students who leave prior to the end of the school day must be signed out by a responsible adult at the school office.

Discipline and safety procedures are reviewed with the staff throughout the school year. Playground rules have been developed and reviewed by students to ensure safety on the campus. Staff use radios to communicate with the office from the playground. There is an intercom system and intercom telephones are located in each classroom. Student supervision is offered 30 minutes prior to the start of instruction. Ten minutes prior to the start of instruction, students can report to their classroom and are supervised by their teacher. During morning and afternoon recess times, students are supervised by teachers and school staff. During the lunch period, supervision is provided by campus supervisors and school site administration.

We review and revise our School Safety Plan annually. The plan includes procedures for various emergencies, exit routes, and inventories of emergency supplies. The plan is available in our school office. The safety plan was shared with school staff during a staff meeting. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after school programs, 3 times annually); lockdown & shelter-in-place (after school programs 2 times annually) and earthquake/twice a year. We also participated in the Monterey County Disaster Drill which took place in October 2023. Safety concerns and procedures are shared and addressed at staff meetings.

The School Safety Plan was approved by the DIAS School Site Council (SSC) on 11/14/2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	24		2	
2	22		2	
3	25		1	
5	29		1	
Other	25		2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	21	1	1	
2	23		2	
3	18	2		
4	19	2		
5	23		1	
6	19	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	0	0
1	17	2	0	0
2	20	2	0	0
3	14	3	0	0
4	12	3	0	0
5	19	2	0	0
6	22	0	1	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	267

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10200	136	10064	70528.74
District	N/A	N/A	8220	$77,664
Percent Difference - School Site and District	N/A	N/A	20.2	-9.6
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	0.2	-21.2

Fiscal Year 2022-23 Types of Services Funded

DISTRICT - FUNDED SERVICES:

District funded services are used to supplement and enhance actions and services for all students to master grade level standards in English Language Arts and Mathematics and to support the social emotional wellbeing of all students to close the achievement gap.

District-Funded Services for the 2023-2024 School Year include:
1. Extended School Year (ESY)
2. ASES/BEST after school program
2. Jump Into English - After school and summer programs
3. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring language academy
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaisance Learning, Typing Club, etc.
8. Mental Health Counselor at each site
9. Psychologist at each site

10. Educational Technology Coach at each site
11. Vice Principal at each site, ,
12. Academic enrichment fieldtrips
13. MTSS Coach
14. Academic Coach
15. School Psychologist
16. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
17. Occupational Therapists
18. Behavior Technicians
19. Family Resource Center Resources
20. Nutritious Meals
21.Grade Level Release Teacher

District-Funded Services for the 2022-2023 School Year included:
1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring language academy
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaisance Learning, Typing Club, etc.
8. Vice Principal at each site, ,
9. Academic enrichment fieldtrips
10. MTSS Coach
11. Academic Coach
12. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
13. Family Resource Center - Resources
14. Olweus - Bullying Prevention Program
15. Grade level Release Teachers

SITE-FUNDED SERVICES:

Site-Funded Services for the 2023-2024 school year:
1. Music in Spanish weekly sessions PS-6th
2. Art TK-6th
3. Dance TK- 6th
4. Outside of the Classroom Learning Opportunities TK-6
5. Reading Is Fundamental
6. Additional Staff to support small group instruction
7. Family Learning Opportunities
8. After-School Intervention and Support

Site-Funded Services for the 2022-2023 school year included:
1. Music in Spanish weekly sessions PS-6th
2. Art TK-6th
3. Dance TK- 6th
4. Chess 3-6th grades
5. Outside of the Classroom Learning Opportunities TK-6
6. Reading Is Fundamental
7. Additional Staff to support small group instruction
8. Family Learning Opportunities
9. After-School Intervention and Support

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,882	$54,215
Mid-Range Teacher Salary	$78,477	$86,843
Highest Teacher Salary	$99,569	$111,440
Average Principal Salary (Elementary)	$115,276	$140,851
Average Principal Salary (Middle)	$0	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$231,680	$252,466
Percent of Budget for Teacher Salaries	25.5%	33.16%
Percent of Budget for Administrative Salaries	4.55%	5.15%

Professional Development

DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT: The major theme of professional development is to improve Tier I services for all students. The primary focus is to strengthen the Instructional Core, build meaningful relationships between staff and students, and provide continuous learning opportunities for teachers to enhance the skills necessary to provide optimal learning experiences for all students.

District Professional Development for the 2023-2024 School Year:
1. ViewSonic - Level 2
2. Thinking Maps
3. Leading an Inclusive Classroom
4. High Impact Reading Comprehension Strategies
5. Social Thinking - Curriculum
6. ELD - Cross Linguistic Training
7. Observation Protocol for Teachers of English Learners (OPTEL) Training

District Provided Professional Development for the 2022-2023 School Year:
1. Science of Reading (Early Literacy)
2. Eureka Math (all grade levels)
3. Cengage Science Curriculum training
4. Universal Design Learning
5. Thinking Maps
6. Guided Language Acquisition Design (GLAD)
7. Classroom Management
8. View-sonic Smart Board
9. Classroom management, lesson presentation, engagement, lesson creation, and organization
10. Keenan & Associates training: Sexual Harassment Child Abuse McKinney-Vento
11. Universal Design for Learning (UDL) - Tier II Supports
12. WestED -Collaborative Continuous Improvement Teams (CCITs)
13. Safety Care training
14. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Emergency Response
15. PlayWorks and behavioral supports
16. Sonday Training,
17. Confidentiality/Communication/Ethics/Professionalism, Intervention Program Training
18. Active Supervision -Relationship Building with students (recognize the signs/proactive approaches)
19. De-escalation training
20. Creating Inclusive/ Safe Learning Spaces

Professional Development

21. Restorative Practices / Conflict resolution
22. MTSS/PBIS (Interventions, Language, systems, etc.)
23. Clever/Illuminate, AERIES
24. Benchmark Universe

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2023-2024 school year, Boronda Elementary staff is participating in the following professional development:
1. Discourse in the Classroom
2. Positive School Climate
3. Supporting English Learners & Reclassification
4. Tier 1 Instruction

For the 2022-2023 school year, Boronda Elementary staff participated in the following professional development:
1. Discourse in the Classroom
2. Positive School Climate
3. Supporting English Learners & Reclassification
4. ATDLE Writing

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4