

Boronda Elementary School -Dual Immersion Academy Salinas (DIAS)

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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://dias.salinascityesd.org/
Grade Span	K-6
County-District-School (CDS) Code	27 66142 6026512

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

DIAS opened in the fall of 2015 with one transitional kindergarten class and two kindergarten classes. The school expanded by adding dual immersion classes each year through the 2021-2022 school year, ultimately becoming a TK-6 program. Based on the 90:10 model in the first two grades (90% Spanish, 10% English), DIAS students gradually increase the amount of English to a 50:50 model in the upper grades. In our dual language or two-way bilingual immersion program, all students engage in second language study for 5-7 years 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, our educational program integrates and emphasizes STEAM: Science, Technology, Engineering, Arts, and Mathematics.

DIAS's demographics are as follows:

Hispanic: 86.4%
White: 7.4%
Asian or Pacific Islander: <1%
Two or more races: 1.5%
Black: <1%
Native Hawaiian or Other Pacific Islander: <1%
Native American: 2.9%
Unspecified: 1%
English Learners: 42.6%
Low income: 32.6%
Male: 50%
Female: 50%

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

DIAS places a strong emphasis on maintaining the school's cultural legacy and fostering a positive climate through its cherished traditions. The school actively seeks input from stakeholders—parents, students, and staff—when making key decisions. It is committed to providing diverse and enriching experiences for students, including opportunities in Music, Art, and Dance. Additionally, the school consistently engages in cycles of inquiry to address challenges and enhance both student academic achievement and social-emotional learning (SEL) development.

Major accomplishments for the 2023-2024 school year include:

A 9% increase in students achieving proficiency in CAASPP English Language Arts
A 3% increase in Mathematics proficiency
PBIS Gold Recognition
A yearly average attendance rate of 95.5%
Increased enrollment with the addition of a Transitional Kindergarten class

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	37
Grade 2	33
Grade 3	40
Grade 4	41
Grade 5	34
Grade 6	33
Total Enrollment	272

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	2.9
Asian	0.4
Black or African American	0.7
Filipino	0.4
Hispanic or Latino	86.4
Two or More Races	1.5
White	7.4
English Learners	42.6
Homeless	26.5
Migrant	2.9
Socioeconomically Disadvantaged	49.6
Students with Disabilities	6.6

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.10	57.72	319.00	81.94	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.00	3.34	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	35.24	42.30	10.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	7.05	6.00	1.54	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	9.00	2.31	14303.80	5.15
Total Teaching Positions	14.10	100.00	389.30	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	2.00	2.00	5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.00	2.00	5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	3.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	2.00	3.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.10	14.2	37.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

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

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 2024

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%

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

School Facility Conditions and Planned Improvements

During the 2024-25 school year a fence was installed between classrooms and the main parking area to enhance safety and security. 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

05/02/2024

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	
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.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	23	33	24	25	46	47
Mathematics (grades 3-8 and 11)	27	31	22	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	147	100.00	0.00	32.65
Female	74	74	100.00	0.00	33.78
Male	73	73	100.00	0.00	31.51
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	132	132	100.00	0.00	29.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	66.67
English Learners	45	45	100.00	0.00	15.56
Foster Youth	0	0	0	0	0
Homeless	43	43	100.00	0.00	37.21
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	74	100.00	0.00	25.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	8.33

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	147	100.00	0.00	31.51
Female	74	74	100.00	0.00	24.66
Male	73	73	100.00	0.00	38.36
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	132	132	100.00	0.00	29.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	50.00
English Learners	45	45	100.00	0.00	20.00
Foster Youth	0	0	0	0	0
Homeless	43	43	100.00	0.00	27.91
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	74	100.00	0.00	23.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	8.33

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	21.62	0.00	14.08	15.30	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	34	100.00	0.00	0.00
Female	17	17	100.00	0.00	0.00
Male	17	17	100.00	0.00	0.00
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	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	18	100.00	0.00	0.00
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.

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	97%	97%	100%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

At Dual Immersion Academy Salinas (DIAS), parents play an essential role through active involvement and by sharing their valuable perspectives. Parents have opportunities to voice their opinions through various channels, including the School Site Council, the English Language Advisory Council, Cafecitos, and our Parent Teacher Organization (PTO). Parent meetings are provided in both English and Spanish. Parents are also encouraged to provide input through the yearly Panorama parent survey. Participation in the PTO is open to all families at no cost, and the PTO supports fundraising, social gatherings, and community outreach, including family-friendly events. Signature events include Dia de Los Muertos, Corazones Unidos Family Dance, Dia de Las Madres, Dia de Los Abuelitos, and Art Night.

DIAS provides parents with additional ways to engage in the educational process through activities like parent-teacher conferences, classroom volunteering, and chaperoning on field trips.

To keep parents informed, DIAS posts meeting agendas on ParentSquare in English and Spanish, shares a monthly bilingual newsletter with important events and school initiatives, and distributes flyers or announcements for school-related information, which are also provide din English and Spanish.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	275	274	26	9.5
Female	137	137	11	8.0
Male	138	137	15	10.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	237	236	23	9.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	20	2	10.0
English Learners	117	117	13	11.1
Foster Youth	--	--	--	--
Homeless	73	73	5	6.8
Socioeconomically Disadvantaged	141	140	14	10.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	23	23	5	21.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.00	1.09	2.31	1.81	1.89	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.09	0.00
Female	0.00	0.00
Male	2.17	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.00	0.00
English Learners	0.85	0.00
Foster Youth	0.00	0.00
Homeless	1.37	0.00
Socioeconomically Disadvantaged	1.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.70	0.00

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

2024-25 School Safety Plan

Our School Safety Plan, reviewed and revised annually, is vital for ensuring campus security and preparedness. This comprehensive plan includes emergency procedures, exit routes, and an inventory of emergency supplies, and it is available for review in the school office. The plan was shared with staff during a meeting and approved by the DIAS School Site Council (SSC) on December 3, 2024.

On November 1, 2024, DIAS, along with all other sites, participated in a safety training titled "The Big Five and School Safety," where the latest county safety protocols were reviewed.

We conduct regular emergency drills to ensure preparedness, including monthly fire drills (three times annually for after-school programs), biannual lockdown and shelter-in-place drills (including after-school programs), and twice-yearly earthquake drills. In October 2024, DIAS participated in the Monterey County Disaster Drill. Safety concerns and procedures are consistently addressed during staff meetings.

Student supervision is a key component of campus safety. Supervision begins 30 minutes before instruction, with students allowed to enter classrooms ten minutes prior to the start of the school day under teacher supervision. During recess, teachers and staff monitor students, while campus supervisors and administrators oversee safety during lunch. Staff use radios to communicate with the office, and an intercom system is installed in each classroom for efficient campus-wide communication. Playground rules, developed and reviewed with students, help maintain a safe and respectful school environment.

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

2024-25 School Safety Plan

Additionally, DIAS holds weekly supervisor meetings to review safety protocols, assess current practices, and address any specific actions needed to ensure a safe environment for both students and staff.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	272

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10200	136	10064	70528.74
District	N/A	N/A	8220	\$87,565
Percent Difference - School Site and District	N/A	N/A	20.2	-21.6
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-6.8	-30.9

Fiscal Year 2023-24 Types of Services Funded

SITE-FUNDED SERVICES:

Site-Funded Services for the 2024-2025 school year:

1. Music in Spanish weekly sessions TK-6th
2. Art TK-6th
3. Dance TK- 6th
4. Outside of the Classroom Learning Opportunities TK-6 (Field Trips)
5. Additional Staff to support small group instruction
6. Family Learning Opportunities
7. After-School Intervention and Support
8. Student Council

Site-Funded Services for the 2023-2024 school year included:

1. Music in Spanish weekly sessions TK-6th
2. Art TK-6th
3. Dance TK- 6th
4. Outside of the Classroom Learning Opportunities TK-6
5. Additional Staff to support small group instruction
6. Family Learning Opportunities
7. After-School Intervention and Support

DISTRICT - FUNDED SERVICES:

District funded services provide opportunities to support all students to master grade level standards in English Language Arts and Mathematics. District funding also supports the Social Emotional Wellbeing of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experience and highly qualified staff.

District-Funded Services for the 2024-2025 School Year include:

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
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.

Fiscal Year 2023-24 Types of Services Funded

14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18. Grade Level Release Teacher
19. School Vice Principal

District-Funded Services for the 2023-2024 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
5. Music (YOSAL)
6. Spring language academy
7. Visual and performing Arts through Monterey County Arts Council
8. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
9. Academic enrichment field trips
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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,367	\$58,553
Mid-Range Teacher Salary	\$88,679	\$93,924
Highest Teacher Salary	\$112,513	\$119,489
Average Principal Salary (Elementary)	\$119,815	\$149,898
Average Principal Salary (Middle)	\$0	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$231,680	\$270,432
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2024-2025 school year, DIAS staff is participating in the following professional development:

1. PLC+ Professional Development
2. Positive School Climate
3. Supporting English Learners & Reclassification

Professional Development

4. Tier 1 Instruction (Small Group Intervention)
5. Weekly Supervisor's Meetings
6. New Reading & Math Intervention Programs (Heggerty/iReady)
7. Additional Teacher Collaboration

For the 2023-2024 school year, DIAS staff participated in the following professional development:

1. Discourse in the Classroom
2. Positive School Climate
3. Supporting English Learners & Reclassification
4. Tier 1 Instruction

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 2024-2025 School Year:

1. Orenda Education
2. The The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training

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

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4