

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

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview

A blue map of the state of California, showing its outline and internal county boundaries.

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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

The DataQuest logo, featuring the word "DATA" in a large, blue, sans-serif font and "QUEST" in a smaller, blue, sans-serif font. Below "DATA" is a stylized "Q" that is part of the "QUEST" word. Underneath the logo, it says "California DEPARTMENT OF EDUCATION" in a small, orange font.

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 logo, featuring a stylized rainbow arch with a pencil tip pointing upwards. To the right of the arch, the words "California School" are in a small, black font, and "DASHBOARD" is in a larger, bold, black font.

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.

2025-26 School Contact Information

School Name	Boronda Elementary School - Dual Immersion Academy of Salinas (DIAS)
Street	1114 Fontes Lane
City, State, Zip	Salinas, CA 93907
Phone Number	831-753-5615
Principal	Humberto Maravilla
Email Address	hmaravilla@salinascityesd.org
School Website	https://dias.salinascityesd.org/
Grade Span	TK-6
County-District-School (CDS) Code	27 66142 6026512

2025-26 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

2025-26 School Description and Mission Statement

Boronda Dual Immersion Academy of Salinas (DIAS) has approximately 284 students and is dedicated to preparing all students linguistically, academically, and socially to contribute to and thrive in an ever-changing world. Opened in 2015, DIAS is a TK–6 magnet school offering a Spanish dual immersion program grounded in a 90:10 instructional model in the primary grades that gradually transitions to a 50:50 model in the upper grades. Students participate in second language study for five to seven years to develop high levels of bilingualism, biliteracy, and biculturalism. In addition to a strong emphasis on language and literacy, DIAS integrates Science, Technology, Engineering, Arts, and Mathematics (STEAM) to foster critical thinking, creativity, collaboration, and real-world problem solving.

During the 2024–2025 school year, DIAS prioritized literacy and academic engagement through a comprehensive overhaul of the school library. Through a combined community effort that included fundraising, grant funding, and the school's first-ever Scholastic Book Fairs, DIAS added over \$15,000 worth of new books to its library collection and successfully hosted two Scholastic Book Fairs in its first year. The revitalized library expanded student access to high-quality, culturally and linguistically relevant texts in both Spanish and English. This renewed focus on literature supports English Learner progress toward reclassification and aligns with district 5:3:5 English Learner growth goals by strengthening foundational literacy skills, academic language development, and reading comprehension. Increased access to high-interest texts supports cross-linguistic transfer and encourages independent reading habits essential for long-term academic success.

DIAS continues to provide enriching learning experiences that extend beyond the classroom. During the 2024–2025 school

2025-26 School Description and Mission Statement

year, the school launched its first annual sixth-grade Science Camp, offering students hands-on, experiential learning aligned to the Next Generation Science Standards (NGSS). DIAS achieved PBIS Platinum recognition, reflecting strong and consistent implementation of positive school climate practices, and demonstrated significant improvement in fifth-grade science performance on the CAASPP. Long-standing traditions and programs continue to thrive, including Folklórico, Music, and the PUMA Lab, which supports student-driven STEAM projects. Family engagement was strengthened through increased participation in cultural events, expanded volunteer opportunities, and greater involvement in field trips and classroom activities. A continued focus area for improvement at DIAS is strengthening Tier 1 instruction and literacy outcomes across all grade levels, with particular emphasis on accelerating English Learner progress through targeted language development, consistent instructional practices, and increased student engagement in reading and academic discourse. Through strong partnerships, inclusive traditions, and continuous cycles of inquiry, DIAS remains committed to academic excellence, equity, and whole-child development.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	44
Grade 2	35
Grade 3	30
Grade 4	36
Grade 5	38
Grade 6	32
Total Enrollment	288

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	2.1
Asian	0.3
Black or African American	1
Filipino	1
Hispanic or Latino	88.2
Two or More Races	2.1
White	4.9
English Learners	33.7
Homeless	26.7
Migrant	0.7
Socioeconomically Disadvantaged	44.1
Students with Disabilities	8.3

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.

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	64.29	312.5	83.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5	1.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	14.29	47	12.55	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	21.43	8	2.14	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.53	15831.9	5.67
Total Teaching Positions	14	100	374.5	100	279044.8	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.

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)	8.1	57.72	319	81.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13	3.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	35.24	42.3	10.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	7.05	6	1.54	11746.9	4.23
Unknown/Incomplete/NA	0	0	9	2.31	14303.8	5.15
Total Teaching Positions	14.1	100	389.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	57.14	314.5	79.72	230039.4	100
Intern Credential Holders Properly Assigned	0	0	16.5	4.18	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	42.86	56.5	14.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3	0.76	12112.8	4.34
Unknown/Incomplete/NA	0	0	4	1.01	13705.8	4.91
Total Teaching Positions	14	100	394.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.00	5	6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	5	6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	3.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	3.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.2	37.5	46.6
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	0

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

2025-26 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 2025

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

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

School Facility Conditions and Planned Improvements

The district administration is committed to providing safe, clean, and well-maintained school facilities for students and staff. During the 2024–2025 school year, maintenance staff conducted multiple safety inspections, including a comprehensive facilities inspection in compliance with state regulations. The results of the state-mandated facilities inspection are included elsewhere in this report and are also available for review at the district office. Additional information specific to this school's facilities is provided below.

School Facility Conditions and Planned Improvements

Classroom space is adequate to support current enrollment. The campus consists of permanent buildings and classrooms, as well as modular classrooms. Modular facilities are used to support instructional and extracurricular programs, accommodate fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides adequate playground space and age-appropriate equipment for student recreation. Administrative spaces are also deemed adequate by the school principal.

The district operates and maintains a comprehensive suite of safety and security systems at the school site, including individualized card-access controls, mechanically assisted gate operators, and magnetic locks programmed to meet specific security requirements. All visitors are required to check in during instructional hours before entering the campus.

Facility maintenance and repairs are performed by district maintenance staff with an emphasis on exceeding established standards for cleanliness, safety, and good repair. Maintenance services are managed using a team-based approach, with the maintenance team leader maintaining regular communication with the school principal and head custodian. A computerized work order system is used to request, assign, track, and complete all maintenance and repair tasks.

Daily cleaning of classrooms and restrooms is provided by school custodial staff under the direction of the principal and guidance of the head custodian. The district's operations department secretary coordinates substitute custodial staffing and procures custodial equipment and supplies. The Maintenance Supervisor maintains regular communication with both operations staff and the school to ensure ongoing facility needs are met.

Year and month of the most recent FIT report

03/12/2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	31	25	25	47	48
Mathematics (grades 3-8 and 11)	31	35	22	22	35	37

2024-25 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	136	136	100.00	0.00	30.88
Female	65	65	100.00	0.00	40.00
Male	71	71	100.00	0.00	22.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	116	116	100.00	0.00	27.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	32	32	100.00	0.00	9.38
Foster Youth	0	0	0	0	0
Homeless	47	47	100.00	0.00	36.17
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	64	100.00	0.00	31.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	18.18

2024-25 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	137	136	99.27	0.73	34.56
Female	66	65	98.48	1.52	27.69
Male	71	71	100.00	0.00	40.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	116	115	99.14	0.86	33.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	54.55
English Learners	33	32	96.97	3.03	18.75
Foster Youth	0	0	0	0	0
Homeless	48	48	100.00	0.00	31.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	64	98.46	1.54	26.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	25.64	15.3	14.83	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	39	100.00	0.00	25.64
Female	18	18	100.00	0.00	33.33
Male	21	21	100.00	0.00	19.05
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	37	37	100.00	0.00	21.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	38.46
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	29.41
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.

2024-25 California Physical Fitness Test Participation Rates

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

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

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.

2025-26 Opportunities for Parental Involvement

At Dual Immersion Academy of Salinas (DIAS), parents and families are valued as essential partners in their children's education. The school actively encourages family participation in decision-making and school activities through multiple advisory and leadership groups, including the School Site Council (SSC), the English Language Advisory Council (ELAC), the Parent-Teacher Organization (PTO), and regularly scheduled Cafecitos. Meetings are offered in both English and Spanish to ensure accessibility for all families. Parents are also invited to share feedback and perspectives through annual parent surveys, including district-administered surveys, which help inform school goals, programs, and improvement efforts. The PTO is open to all families at no cost and supports fundraising, family engagement activities, and community-building events.

DIAS offers numerous opportunities for families to engage directly in their students' educational experience. Parents are encouraged to participate in parent-teacher conferences, classroom volunteering, and chaperoning field trips, including enrichment and experiential learning opportunities. Throughout the year, the school hosts family workshops, informational meetings, and cultural celebrations that strengthen home-school connections and promote shared ownership of student success. Signature family events include Día de Los Muertos, Corazones Unidos Family Dance, Día de Las Madres, Día de Los Abuelitos, Art Night, and other cultural and academic celebrations that honor the school's bilingual and bicultural community.

To ensure consistent communication, DIAS uses multiple platforms to keep families informed and engaged. Meeting agendas, announcements, and school updates are shared through ParentSquare and paper copies in both English and Spanish. Families also receive a monthly bilingual newsletter highlighting important dates, school initiatives, and opportunities for involvement. Parents seeking additional information or wishing to become involved may contact the school office or the school administration team for guidance on participation in committees, volunteer opportunities, or upcoming events. Through strong communication, inclusive practices, and meaningful engagement opportunities, DIAS continues to foster collaborative partnerships with families in support of student learning and well-being.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	298	292	33	11.3
Female	150	149	13	8.7
Male	148	143	20	14.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	262	258	32	12.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	14	0	0.0
English Learners	103	103	14	13.6
Foster Youth	--	--	--	--
Homeless	80	78	8	10.3
Socioeconomically Disadvantaged	140	138	20	14.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	30	30	4	13.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	1.09	1.01	1.81	1.89	1.71	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.01	0.00
Female	0.00	0.00
Male	2.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.97	0.00
Foster Youth	0.00	0.00
Homeless	2.50	0.00
Socioeconomically Disadvantaged	2.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.67	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.

2025-26 School Safety Plan

Dual Immersion Academy of Salinas (DIAS) maintains a Comprehensive School Safety Plan (CSSP) that is reviewed and updated annually in accordance with California Education Code Section 32280–32288. The 2025–2026 CSSP was reviewed with school staff, shared with stakeholders, and approved by the School Site Council (SSC) on November 10, 2025, before submission for district and Board of Education approval. The plan is available for review in the school office and outlines procedures designed to ensure a safe, orderly, and supportive learning environment for students and staff. Key elements of the plan include emergency response procedures, evacuation routes, reunification processes, communication protocols, and staff roles aligned to the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS).

DIAS emphasizes preparedness through regular safety training and drills conducted throughout the school year. These include monthly fire drills, annual lockdown/barricade, secure campus, shelter-in-place, and earthquake (Drop, Cover, and Hold On) drills, with after-school programs also participating as required. The school participates in county-wide emergency preparedness activities, including the Monterey County Disaster Drill, and safety procedures are reviewed regularly during staff meetings. Student supervision is a key component of campus safety, with staff assigned to supervise before school, during recess, and at lunch. Communication systems include two-way radios for staff and an intercom system in every classroom to support timely campus-wide communication during both routine operations and emergencies.

To further enhance campus security, DIAS has installed perimeter security fencing and gated access points to monitor and control entry to the school grounds during the instructional day. All visitors are required to sign in at the school office and wear a visitor’s pass while on campus, and students must be signed out by a responsible adult if leaving early. An additional layer of campus security is provided by the District Information Technology (IT) Department, which is housed on the DIAS campus. The on-site presence of IT staff increases adult supervision, supports rapid response to technology-related safety systems, and enhances overall campus monitoring during the school day. Through a combination of physical security measures, staff training, clear procedures, and coordinated communication systems, DIAS remains committed to providing a safe and secure learning environment for all 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.

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

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	0
1	19	2	0	0
2	17	1	1	0
3	20	1	1	0
4	21	1	1	0
5	17	1	1	0
6	17	1	1	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2		
1	22		2	
2	18	1	1	
3	15	2		
4	18	1	1	
5	13	3		
6	16	2		

2024-25 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	453.33

2024-25 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)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$90,670
Percent Difference - School Site and District	N/A	N/A	20.2	-21.6
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-6.8	-30.9

Fiscal Year 2024-25 Types of Services Funded

Site-Funded Programs and Services

Dual Immersion Academy of Salinas (DIAS) provides site-funded programs and services designed to support student academic achievement, enrichment, and social-emotional well-being. For the 2025–2026 school year, site-funded services include weekly Music in Spanish instruction for students in TK–6, artist-in-residence services, and expanded learning opportunities outside of the classroom through grade-level field trips. DIAS also allocates site funds to provide additional staff support for small-group instruction during the school day, strengthening Tier I instruction and targeted academic support. Family learning opportunities and after-school intervention programs further support student learning while strengthening home-school connections.

Enrichment and student engagement are supported through site-funded extracurricular opportunities, including Student Council, Science Camp, and after-school athletics such as volleyball, basketball, flag football, and soccer. These programs promote leadership, collaboration, physical wellness, and positive peer relationships. During the 2024–2025 school year, site-funded services also included art and dance instruction for TK–6 students, reinforcing the school’s commitment to whole-child

Fiscal Year 2024-25 Types of Services Funded

development through creative expression and culturally responsive learning experiences.

District-Funded Programs and Services

In addition to site-funded services, Salinas City Elementary School District provides district-funded programs and services to support student academic progress and social-emotional well-being. District-funded services are designed to help students master grade-level standards in English Language Arts and Mathematics while addressing behavioral, mental health, and enrichment needs. These services include Extended School Year (ESY), the ASES/BEST after-school program, Jump Into English and Jump Into Math after-school and summer programs, and academic enrichment field trips.

District funding also supports student well-being and access to comprehensive services through mental health counseling, occupational therapy, behavior technicians, MTSS and academic coaching, educational technology support, and school- and community-based resources provided through the Family Resource Center. Additional district supports include a Parent Coordinator, grade-level release teacher time to support collaboration and instructional planning, positive schoolwide initiatives such as Red Ribbon Week and Kindness Challenges, and access to nutritious meals. Together, site-funded and district-funded programs ensure that DIAS students receive academic support, enrichment opportunities, and social-emotional services that promote success for the whole child.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,027	\$61,597
Mid-Range Teacher Salary	\$96,523	\$98,902
Highest Teacher Salary	\$116,082	\$126,340
Average Principal Salary (Elementary)	\$118,177	\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$231,680	\$288,332
Percent of Budget for Teacher Salaries	24.11%	31.29%
Percent of Budget for Administrative Salaries	4.15%	5.38%

Professional Development

Site-Provided Professional Development

Dual Immersion Academy of Salinas (DIAS) provides site-funded professional development opportunities for certificated and classified staff aligned to the school's instructional priorities and student needs. For the 2025–2026 school year, site-provided professional development focuses on strengthening Tier I instruction, improving literacy outcomes, and increasing instructional effectiveness across content areas. Teachers participate in Science of Reading professional development to strengthen foundational literacy instruction and support reading development across grade levels. Upper-grade teachers also engage in mathematics-focused professional learning, including targeted workshops provided through the Monterey County Office of Education, to support alignment to California state standards and CAASPP expectations.

Additional site-supported professional development includes ongoing and planned Benchmark Advance/Adelante curriculum training to ensure fidelity of implementation and coherence of instruction. Staff also participate in Explicit Direct Instruction

Professional Development

(EDI) professional development to strengthen lesson design, instructional clarity, student engagement, and use of checks for understanding. DIAS further prioritizes professional learning that supports positive school climate and student well-being through Restorative Justice practice partner professional development. Classified staff, including campus supervisors and paraprofessionals, receive site-funded training focused on student supervision, behavior supports, and consistent implementation of schoolwide expectations. Through intentional, site-funded professional learning, DIAS supports continuous improvement and staff capacity building.

District-Provided Professional Development

In addition to site-funded professional development, Salinas City Elementary School District provides district-funded professional development opportunities to support all schools. The major theme of district professional development is to improve Tier I services for all students, with a primary focus on strengthening the instructional core, building meaningful relationships between staff and students, and providing continuous learning opportunities to enhance instructional practice.

District professional development for the 2025–2026 school year includes training through Orenda Education, implementation of The Big Five Emergency Response Protocols, MTSS and PBIS implementation, classroom management and student engagement strategies, technology integration (including Smart Board training), data systems training (Clever, AERIES, Illuminate), and behavioral supports such as Playworks and de-escalation strategies.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4