

Diamond Technology Institute

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page 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/>.

2025-26 School Contact Information

| | |
|--|--|
| School Name | Diamond Technology Institute |
| Street | 112 Diamond Drive |
| City, State, Zip | Watsonville, CA 95076 |
| Phone Number | (831) 728-6225 |
| Principal | Marci Keller |
| Email Address | marci_keller@pvusd.net |
| School Website | www.dti.pvusd.net |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 44-69799-4430245 |

2025-26 District Contact Information

| | |
|-------------------------|--|
| District Name | Diamond Technology Institute |
| Phone Number | (831) 786-2100 |
| Superintendent | Dr. Heather Contreras |
| Email Address | heather_contreras@pvusd.net |
| District Website | https://www.pvusd.net/ |

2025-26 School Description and Mission Statement

Diamond Technology Institute is a dependent college preparatory and career technical education charter school and is one of thirty-one schools in the Pajaro Valley Unified School District (PVUSD). Diamond Tech is one of two supported charter programs offered to secondary students and serving grades 9-12. The school was first established in 1999 under the name Academic Vocational Charter Institute (AVCI) and moved to its present location in 2007. The Pajaro Valley Unified School District is the largest district in Santa Cruz County, in both area and number of students and serves the cities of Watsonville, Aptos and surrounding communities. Santa Cruz County is a coastal community, located about 90 miles of San Francisco and situated on the northern and central shores of Monterey Bay. Because Diamond Tech is a charter, our student demographic reaches into San Benito and Monterey counties.

2025-26 School Description and Mission Statement

Mission

Diamond Tech blends academic and career technical education. The institute places high expectations on students, parents, teachers and administrators. The program and curriculum are based on a belief that students will be provided with a unique opportunity to prepare them to communicate, problem-solve, and perform authentic real-world tasks. Students will become competitive, competent, and highly skilled in order to meet the demanding standards of our time. During these years, in addition to career skills, students will obtain the essential concepts and course content that can lead them to a two or four year college program.

Vision

Diamond Technology Institute is an educational charter school committed to providing a center for engaged learning. Our diverse students can realize their potential and meet the demanding standards of the community, state, nation and the world.

The faculty and staff of Diamond Technology Institute have one common goal: student success. Each member of our educational team is solely dedicated to helping our students be successful. In return, we also expect our students to be committed to being responsible young members of our team. A team cannot function without all of the players, so it is imperative that students and parents play a key role in making sure students are at school every day and fully participate in all classes. Students are the most important members of our team, especially since the nature of our educational program is hands-on and project based. Upon graduating from Diamond Technology Institute students will:

USE TECHNICAL SKILLS

- *Apply industry-standard technology, programs, and equipment to create a product
- *Interpret and incorporate reliable information and technology to increase productivity and develop transferable skills
- *Attain industry-standard certification and skills
- *Select appropriate tools to collect, record, analyze, and evaluate data

MASTER ACADEMIC, PERSONAL, AND CAREER READY PRACTICES

- *Work collaboratively in multiple roles as a productive member of a diverse team
- *Demonstrate strong leadership and project management skills
- *Develop clear post-high school plans aligned with personal goals, well-being, and financial literacy
- *Develop a growth mindset that accepts failure as an opportunity for growth and learning
- *Maintain and utilize portfolios as a dynamic showcase of strengths and potential areas of growth
- *Seek ongoing improvement through clarification, feedback, reflection, critique, and revision/modification

ARE RESPONSIBLE CITIZENS

- *Understand the interconnectedness of environmental, social, and economic impacts of decisions on community and global society
- *Participate in community improvement, networking, and service related to personal or career interests
- *Demonstrate empathy and compassion by advocating for equality, diversity, and social justice
- *Take ownership of learning by connecting it to a personal mission
- *Respect intellectual property and act with integrity

COMMUNICATE EFFECTIVELY WITH PURPOSE, REASON, AND EVIDENCE

- *Demonstrate proficiency in reading, writing, speaking, and listening
- *Compose clear information through writing and other mediums
- *Communicate educated opinions, scientific and/or technical information, and ideas
- *Use various examples of ethos, logos, and pathos in writing and presenting
- *Design end-user solutions that are aesthetic, functional, profitable, and appropriate for the intended audience

THINK CRITICALLY, DEMONSTRATE CREATIVITY AND ADVANCE INNOVATION

- *Devise creative and innovative ways to solve problems using appropriate methods, practices, and ideas
- *Investigate the root cause of a problem using reliable research strategies; analyze and evaluate possible solutions, and then select and justify an optimal solution
- *Consider unconventional ideas and suggestions as solutions to issues, tasks, or problems

Diamond Tech provides students a three-fold academic high school experience: Career Technical Education courses aligned with four industry pathways, a PVUSD district-approved high school diploma, and a full UC A-G approved course plan.

Diamond Tech's graduation requirements consist of successful completion of 240 credits and 40 hours of community service.

Diamond Tech provides students with a common core standards based curriculum utilizing state approved, district board-

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adopted textbooks along with a variety of additional resources to support student learning. Students attend school for 381 minutes of instruction four days a week and 268 minutes of instruction one day a week to allow for staff collaboration and meeting time.

Diamond Tech's current program of study is able to support up to 100 students with a capacity of 25 students in each grade level, 9th-12th. Current class size is below 25 students. With a 14:1 ratio of students to teachers.

Business & Finance: Introduction to Business & Finance, Business Design, Business Economics & Accounting, Business Design and Development

Engineering & Architecture: Intermediate Engineering Technology, Advanced Engineering Technology, Intermediate Engineering Design, Advanced Engineering Design

Arts, Media & Entertainment: Introduction to Visual & Commercial Art, Visual & Commercial Art 1 & 2, Video Production 1 & 2

Agriscience: Biology and Sustainable Ag, Chemistry and Agriscience, Sustainable Agriculture

All together, the academic and career technical education program presents students with several post-graduation options: they can choose to go directly to work with a set of skills that should permit them to earn better than minimum-wage jobs; they can attend a technical or trade school; they can attend a community college and later transfer to a four-year university; or, they can attend a four-year university.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 23 |
| Grade 10 | 28 |
| Grade 11 | 16 |
| Grade 12 | 20 |
| Total Enrollment | 87 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 32.2 |
| Male | 67.8 |
| American Indian or Alaska Native | 1.1 |
| Hispanic or Latino | 93.1 |
| Two or More Races | 1.1 |
| White | 4.6 |
| English Learners | 11.5 |
| Foster Youth | 1.1 |
| Homeless | 3.4 |
| Migrant | 1.1 |
| Socioeconomically Disadvantaged | 77 |
| Students with Disabilities | 12.6 |

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.

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) | 4.2 | 85.2 | 643.5 | 73.1 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 9.5 | 1.08 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.7 | 14.6 | 169.1 | 19.21 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 14.7 | 1.67 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0 | 0 | 43.4 | 4.93 | 15831.9 | 5.67 |
| Total Teaching Positions | 5 | 100 | 880.2 | 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) | 2 | 40 | 654.1 | 75.54 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.5 | 10 | 9.3 | 1.07 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.5 | 50 | 161.6 | 18.67 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 20.2 | 2.33 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 20.6 | 2.38 | 14303.8 | 5.15 |
| Total Teaching Positions | 5 | 100 | 865.9 | 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) | 2 | 40 | 622.4 | 74.39 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0.5 | 10 | 10.3 | 1.23 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.5 | 50 | 130.1 | 15.56 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 15 | 1.8 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 58.7 | 7.02 | 13705.8 | 4.91 |
| Total Teaching Positions | 5 | 100 | 836.7 | 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 | 0.70 | 2.5 | 2.5 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.70 | 2.5 | 2.5 |

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 | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 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) | 14.20 | 14.20 | 58.3 |
| 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 | 0.00 | 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

Computers

Students have 1:1 Laptops and bring them daily. Each classroom has docking station for students to charge or connect wired to internet. Computers are used in every classroom for a variety of purposes including teacher preparation for presentations of curriculum and lesson plans, including student presentations and research or writing. Students also have an opportunity to check out a Chromebook for their use. All computers include Microsoft Office, Internet Explorer, and Acrobat Reader, as well as specialized applications for specific school programs.

Textbooks

We choose our textbooks from lists that have been approved by state education officials and the PVUSD Board.

Curriculum

All curriculum used is based on content standards and our teachers build curriculum based on those standards. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the Common Core State Standards for each subject at each grade level on the California Department of Education (CDE) website.

Science Labs

Annually, we add to our lab equipment in a continued effort to bring more rigorous lab experiences to every level of science on our campus.

Year and month in which the data were collected

September 2021

| 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 | Language of Literature Grade 9, McDougal Littell; Language of Literature Grade 10, McDougal Littell; Language of Literature Grade 11, McDougal Littell; Language of Literature Grade 12, McDougal Littell; British Literature, Houghton Mifflin; Language Composition, R.R. Donnelly & Sons; Literature 9th Edition, Kennedy-Gioia; National Geographic - Inside for Newcomers, Hampton Brown; National Geographic - "Inside USA" A,B,C,D,E, Hampton Brown; National Geographic - "Edge" A,B,C, Hampton Brown; 9th: To Kill a Mockingbird; Of Mice and Men; Romeo and Juliet; selected books from The Odyssey; selected readings from Heroes, Gods, and Monsters of the Greek Myths; Lord of the Flies; selections from The Iliad | 0% |

| | | |
|---|--|----|
| | 10th: Night, Animal Farm, Antigone, Things Fall Apart, Kite Runner or A Thousand Splendid Suns, Metamorphosis. 11th: The Crucible, Great Gatsby, Huckleberry Finn, The Things they Carried, Raisin in the Sun, Old Man and the Sea. 12th: Beowulf, Frankenstein, 1984, A Doll's House, Brave New World AP Language: 50 Essays: A Portable Anthology (textbook) AP Literature: Beloved, Grendel, Beowulf, Slaughterhouse Five, The Scarlet Letter, Hamlet, A Doll's House | |
| Mathematics | Done online through Edgenuity | 0% |
| Science | UCCI Adopted Agriscience curriculum | 0% |
| History-Social Science | Done online through Edgenuity | 0 |
| Foreign Language | Done online through Edgenuity | 0% |
| Health | Done online through Edgenuity | 0% |
| Visual and Performing Arts | Digital Media & Adobe Photoshop/Premier/After Effects | 0 |
| Science Laboratory Equipment (grades 9-12) | Microscopes, life science lab equipment | 0 |

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

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/ops/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

9/27/2023

| 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 | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |

School Facility Conditions and Planned Improvements

| | | | |
|--|---|--|--|
| 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) | 67 | 67 | 25 | 27 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 24 | 7 | 18 | 18 | 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 | 15 | 15 | 100.00 | 0.00 | 66.67 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| 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 | 15 | 15 | 100.00 | 0.00 | 66.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|----|----|----|----|----|
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 | 15 | 15 | 100.00 | 0.00 | 7.14 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| 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 | 15 | 15 | 100.00 | 0.00 | 7.14 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|----|----|----|----|----|
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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) | 50 | 66.67 | 14.71 | 15.83 | 30.73 | 32.52 |

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 | 35 | 35 | 100.00 | 0.00 | 54.29 |
| Female | 11 | 11 | 100.00 | 0.00 | 63.64 |
| Male | 24 | 24 | 100.00 | 0.00 | 50.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 33 | 33 | 100.00 | 0.00 | 51.52 |
| 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 | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 14 | 14 | 100.00 | 0.00 | 64.29 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

2024-25 Career Technical Education Programs

Workforce Preparation

Diamond Technology Institute is a blend of college preparatory and Career Technical Education (CTE). Every student takes every CTE pathway offered at the school. Once a Diamond Tech student has graduated, they have completed FOUR pathways. Traditionally a student only completes one in a comprehensive program. These courses and activities broaden the perspective for students who may have a limited view of the work world and bring out possibilities they may never have considered.

Using Career Cruising. Get Focused, Stay Focused 10-year plan and Career Choices as a tool also helps students determine their plans after high school. Our integrated curriculum helps students see the connection between academics and the world of work/secondary education. Our high school offers a structure of courses and work-based-learning intended to help students prepare for the work environment, trade schools, community college or, university.

At Diamond Technology Institute every student is enrolled in one or more of these courses during the year, and any senior who started at Diamond Technology Institute as a freshman will have taken every CTE course listed. Information about CTE policy and the standards are available on the California Department of Education Web site. We offer hands-on project based learning in the categories of:

Business & Finance: Introduction to Business & Finance, Business Design, Business Economics & Accounting, Business

2024-25 Career Technical Education Programs

Design and Development

Engineering & Architecture: Intermediate Engineering Technology, Advanced Engineering technology, Intermediate Engineering Design, Advanced Engineering Design

Arts, Media & Entertainment: Introduction to Visual & Commercial Art, Visual & Commercial Art 1 & 2, Video Production 1 & 2

Agriscience: Biology and Sustainable Ag, Chemistry and Agriscience, Sustainable Agriculture

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 85 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 84.2 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 20 |

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 52.63 |

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 |
|-------------|----------------------------------|--|---|---|-----------------------------|
| --- | --- | --- | --- | --- | --- |

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

Parents are an important part of our educational team. They help our school plan for quality and compliance which is an extremely important to our goal of academic success. The school site council/Advisory Board helps the school leadership team make decisions about safety, testing, budgeting, calendaring, master schedule, and other policy and management issues. We continue to hold several parent meetings in which we encourage parents to learn more about our school, our mission, our program, the importance of continuing education after high school, individual student grades, and train the parents to use the tools available to ensure student success.

Numerous opportunities are available for parents to participate in the school program, including back-to-school and open house, site council, field trips and various volunteer opportunities. Parents also have access to several forms of communication to keep track of student information and school activities. These include the Diamond Tech website, communication newsletters, Parent Square, Synergy, weekly communications and Google Classroom. For the current school year over 40% of our parent population is Spanish speaking and our communication is translated for our Spanish speaking parents.

There are many ways we encourage parental participation. We are open to parents volunteering to help with:
Activities, field trips
School projects, beautification, and career mentoring
Serving on accreditation committees as well as our Site Council/Charter Advisory

To find out how you can volunteer at our school, please contact our office manager at (831) 728-6225.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | 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 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 0 | 7.1 | 0 | 5.6 | 4.8 | 4.7 | 8.2 | 8.9 | 8 |
| Graduation Rate | 100 | 92.9 | 100 | 89.2 | 90.1 | 92.3 | 86.2 | 86.4 | 87.5 |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 20 | 20 | 100 |
| Female | -- | -- | -- |
| Male | 16 | 15 | 93.8 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 18 | 17 | 94.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 18 | 17 | 94.4 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 88 | 87 | 14 | 16.1 |
| Female | 27 | 27 | 7 | 25.9 |
| Male | 61 | 60 | 7 | 11.7 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 82 | 81 | 12 | 14.8 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 68 | 67 | 11 | 16.4 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 12 | 11 | 0 | 0.0 |

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 |
| 5.68 | 2.35 | 2.27 | 4.72 | 4.8 | 4.28 | 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 | 0.07 | 0.09 | 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 | 2.27 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 3.28 | 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 | 2.44 | 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 | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 2.94 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 8.33 | 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

School safety is a high priority. Diamond Tech upgrades, reviews, and presents a School Safety Plan to the Site Council, the PVUSD Board of Education and the state each year. As required, we conduct three major emergency drills: Fire Evacuation Drill, ALICE (active shooter on campus) and Shelter In Place (earthquake/emergency). Daily safe practices include requiring all visitors to register at the main office, district office personnel to wear identification badges, and the principal conducting regular sweeps of the campus. Video Surveillance cameras are installed throughout the campus and monitored/recorded for safety. Traffic and pedestrian safety is an ongoing concern as the school is located on a dead-end street and within a residential neighborhood. It is the intent of the legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School Safety Plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year. Please refer to our school website www.dti.pvusd.net for our school Safety Plan.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 21 | 2 | 2 | 0 |
| Mathematics | 18 | 3 | 1 | 0 |
| Science | 0 | 0 | 0 | 0 |
| Social Science | 26 | 0 | 2 | 0 |

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 21 | 1 | 1 | |
| Mathematics | 17 | 3 | 1 | |
| Science | | | | |
| Social Science | 23 | 3 | 1 | |

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 20 | 2 | 1 | |
| Mathematics | 13 | 4 | 1 | |
| Science | | | | |
| Social Science | 26 | | 3 | |

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 | 83 |

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) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| 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 | \$7,205 | \$171.42 | \$7033.58 | \$59,665.85 |
| District | N/A | N/A | \$4,858.33 | \$84,664 |
| Percent Difference - School Site and District | N/A | N/A | 36.6 | -28.1 |
| State | N/A | N/A | \$11,146 | \$103,743 |
| Percent Difference - School Site and State | N/A | N/A | -42.0 | -48.4 |

Fiscal Year 2024-25 Types of Services Funded

At Diamond Technology Institute we receive the following funding to support and assist students: Title I, Title II, Title III (LEP), Lottery Restricted and Lottery Unrestricted, We also receive Carl Perkins, CTE Incentive Grant, and K-12 SWP Grant funding for our Career Technical Pathways. Teacher salaries are covered through LCFF.

Fiscal Year 2024-25 Types of Services Funded

Services funded align with three LCAP goals:

1. Student Achievement- Improve student achievement by providing high quality instruction supported by a multi-tiered system of supports to graduate all students college, career and community ready.
2. Equitable Learning Environments- Provide high quality, equitable and healthy learning environments that enhance the social-emotional and academic learning for all students using a multi-tiered system of supports.
3. Meaningful Partnerships-Create a culture of inclusion and collaboration with students, families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

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 | \$58,520 | \$62,783 |
| Mid-Range Teacher Salary | \$79,374 | \$97,783 |
| Highest Teacher Salary | \$109,309 | \$128,020 |
| Average Principal Salary (Elementary) | \$122,944 | \$160,224 |
| Average Principal Salary (Middle) | \$129,647 | \$166,992 |
| Average Principal Salary (High) | \$142,021 | \$180,971 |
| Superintendent Salary | \$251,876 | \$313,465 |
| Percent of Budget for Teacher Salaries | 22.74% | 30.05% |
| Percent of Budget for Administrative Salaries | 5.42% | 5% |

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|
|-----------------------------------|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---------------------------------|------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered | 0 |

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

Professional Development

Staff Development

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Staff members have regular opportunities for both training and collaboration, including the district's Peer Assistance Review (PAR), Educating for Careers, and the Expository Reading and Writing Course (ERWC). Another teacher is our Tech Liaison and participates in monthly workshops designed to teach site staff tech skills and share tech information. All teachers new to the district receive additional support and training through the New Teacher Project. Teachers have completed training in other programs, including Google Classroom, Synergy, Common Core, Differentiation, Career Choices, Newsela, EdStop1, WASC Accreditation workshops, and CTE Professional Development. In addition, teachers have researched best teaching practices using EL strategies, and have done lesson demonstrations with their peers on campus. Additionally, teachers receive training for new technologies as needed.

Evaluating and Improving Teachers

All teachers participate in the district's on-going evaluation process. The foundation for the evaluation system is the Continuum of Teacher Abilities, which is based on the California Standards for the Teaching Profession. The evaluation process involves a self-assessment, individual goal setting, three conference cycles, and an observation by the evaluating administrator. Teachers complete both a mid-year and a final assessment.

Substitute Teachers

The district holds ongoing recruitment to maintain a pool of qualified substitutes, which includes many retired teachers. The district offers an annual training academy for all substitutes. Each school has its own plan for covering classes if qualified substitutes are not available on a given day. Normally, the principal steps in to teach for the absent teacher.

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 | 25 | 30 | 30 |

