Dual Language Immersion Academy
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

DUAL LANGUAGE IMMERSION ACADEMY

421 s. McDowell Blvd, Petaluma, Ca 94954 (707) 778-4745

General Information about the School Accountability Report Card (SARC)

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

2025-26 School Contact Information

School Name	Dual Language Immersion Academy
Street	421 South McDowell Blvd
City, State, Zip	Petaluma, Ca, 94954
Phone Number	707-778-4745
Principal	Ruth Miller
Email Address	rmiller@petk12.org
School Website	https://www.petalumacityschools.org/ccdowell
Grade Span	7-8
County-District-School (CDS) Code	49708620142554

2025-26 District Contact Information

District Name	Petaluma Joint Union High
Phone Number	707-778-4619
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

The Dual Language Immersion Academy (DLIA) is a 7-8 Jr. High School located on the McDowell Elementary Campus just 40 miles north of San Francisco. DLIA is one of five total Jr. High Schools within Petaluma City Schools and the DLIA is one of three Jr. High Dependent Charter Schools governed by Petaluma City Schools Board of Education. The 2024-2025 school is the first year the DLIA is in operations. The program is designed to be a continuation of the Dual Language Immersion program at McDowell Elementary as well as to meet the needs of the schools English Language Learners and community by providing greater academic rigor and enrichment for students seeking additional challenges. the DLIA is a 50/50 language immersion model united by a vision that all DLIA students are actively engaged learners and communicators where the school community supports bi-literacy, compassion, critical thinking, academic achievement and contribution to our global society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	31
Total Enrollment	31

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
Hispanic or Latino	90.3
Two or More Races	3.2
White	6.5
English Learners	35.5
Socioeconomically Disadvantaged	64.5
Students with Disabilities	16.1

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and Misassignments			

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			
Local Assignment Options			
Total Out-of-Field Teachers			

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)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

Textbooks have a Spanish version also.

Year and month in which the data were collected	Nov 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	McGraw-Hill Education Study Sync	0%
Mathematics	CPM	0%
Science	TCE Bring Science Alive	0%
History-Social Science	TCI Alive!	0%

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

School Facility Conditions and Planned Improvements

Good condition.

Year and month of the most recent FIT report	Dec 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			

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)						
Mathematics (grades 3-8 and 11)						

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	30	29	96.67	3.33	31.03
Female	16	15	93.75	6.25	53.33
Male	14	14	100.00	0.00	7.14
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	28	27	96.43	3.57	29.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

CAASPP Student Groups					
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	25.00
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	30	30	100.00	0.00	23.33
Female	16	16	100.00	0.00	37.50
Male	14	14	100.00	0.00	7.14
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	28	28	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	20	20	100.00	0.00	25.00
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)						

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
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 7	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 Language Immersion Academy (DLIA), all stakeholders recognize that family involvement is critically important to a child's education. To foster positive relationships with families and create an atmosphere of learning and growth for all family members, McDowell's program provides:

-Family Engagement Activities: Opportunities for parents to become active members of the DLIA community through events such as Back-to-School Night, English Learners Advisory Committee (ELAC) meetings, bilingual PTA meetings, Cafecitos (Coffee with the Principal), Open House, and community-building events like Día de los Muertos, El Día del Niño, Winter Fest, Fun Run, and Running Club.

- Student Progress Updates: Parents are kept informed about their child's learning and growth through fall and spring Parent-Teacher conferences, report cards, a weekly school newsletter, and classroom-specific newsletters.

- Parent Participation Opportunities: Families are encouraged to get involved by volunteering in classrooms, chaperoning field trips, and participating in PTA, ELAC, and School Site Council.

- Program Information and Consultation: Parents are provided information about and consulted on school programs through forums such as School Site Council, ELAC, and Cafecitos (Coffee with the Principal).

- School-Wide Events: Interactive educational events, including Family Literacy Nights and Family Math Nights, encourage parents and children to learn and grow together.

- Community Partnerships: DLIA collaborates with community organizations such as Sonoma State University, the Green Music Center, the Santa Rosa Symphony, Play Marimba Music, Amigos Alados, In Our Own Backyard (IOOBY), and more, enriching the learning experience for all students and families.

- Accessibility for All: 100% of correspondence and events are conducted in both English and Spanish to ensure accessibility. Translation services are provided at all meetings and conferences to ensure all families feel welcome and informed.

McDowell's Family Resource Center, located on campus, serves as a vital hub for community support, providing families with access to resources and services. Through partnerships with organizations like Redwood Empire Food Bank, Petaluma Health Center, and the St. Joseph Health System, DLIA ensures that families have the tools and support they need to thrive.

For more information on how to get involved, contact Principal Ruth Miller at (707) 778-4745.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	32	32	9	28.1
Female	17	17	4	23.5
Male	15	15	5	33.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	29	8	27.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	13	13	2	15.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	20	20	6	30.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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	9.38	0.00
Female	11.76	0.00
Male	6.67	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	10.34	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	23.08	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

Safety Plan
The McDowell Schoo/DLIA Safety Plan is reviewed and approved annually by the School Site Council. This year, McDowell

2025-26 School Safety Plan

partnered with a safety consultant from the North Bay Security Group, who worked closely with our school to refine our procedures and existing safety plan. The consultant conducted campus walkthroughs to identify areas needing attention, provided staff training, and engaged families in learning about our safety protocols. Additionally, the consultant observed and provided feedback during our safety drills to support best practices.

We have developed a more specific and concise Safety Plan, which includes:

An Incident Command flowchart.
A schedule of emergency drills.
Detailed instructions for staff roles during emergencies.
We conducted a thorough inventory of our emergency supplies and are refreshing classroom kits with updated emergency rosters, name tags, and basic first aid materials. To enhance preparedness, drills are being practiced at less common times and during varied activities.
Positive Behavioral Interventions and Supports (PBIS)
This year marks our second year of implementing PBIS, an evidence-based, tiered framework supporting students' behavioral, academic, social, emotional, and mental health. Staff assess implementation fidelity twice a year to continually improve social-emotional competence, academic success, and school climate. McDowell staff have also participated in district-wide training on restorative practices to build a positive school community.

Student Reporting Tools
In alignment with district efforts, McDowell provides the "Stop It" app to students in grades 4-6. This anonymous reporting tool enables students to report incidents and ensures immediate follow-up.

Emergency Procedures
The McDowell Safety Plan incorporates State and District-recommended emergency procedures. It is reviewed with staff and families at School Site Council meetings and during staff meetings. Monthly fire and evacuation drills are held, along with regular practice of other protocols, including shelter-in-place, drop-cover-hold-on, and lockdown procedures.

Campus Safety Procedures

Supervision begins at 7:30 A.M. in the Boys & Girls Club room, where breakfast is served.
Supervision on the yard starts at 8:00 A.M., with staff monitoring students during arrival, recess, and dismissal.
The campus is fully fenced, and all visitors must sign in at the main office and wear a visitor badge.
Parents dropping off and picking up students must adhere to traffic procedures outlined in the McDowell Family Guide and Handbook.
Students are not permitted to leave campus during the school day without prior permission.
Safe and Orderly Environment
At McDowell, we believe a safe and orderly environment results from students actively engaging in their learning and feeling connected to the school community. Teachers design curricula that are engaging, meet instructional objectives, and include processes for assessment and evaluation. To build community, McDowell recognizes students demonstrating our core values—respect, responsibility, compassion, and perseverance—during monthly awards assemblies.

School Discipline, Rules, and Procedures
McDowell/DLIA students are expected to uphold our core values and follow our guiding philosophy:
"Is it safe? Is it respectful? Is it responsible?"
School-wide behavioral expectations are clearly established, and classroom rules are created with student input. Positive behavior is promoted through restorative problem-solving approaches, active communication with families, and monthly recognition assemblies celebrating our four core values.

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

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

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

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	0

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)	0.8
Library Media Teacher (Librarian)	0.625
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				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

The Dual Language Immersion Academy provides a comprehensive range of programs and services funded through federal, state, and local sources to support student achievement, bilingualism, and socio-emotional development. Title I and LCFF funds support targeted interventions, including Multi-Tiered Systems of Support (MTSS), designated and integrated English Language Development (ELD), and specialized services for students with disabilities. Title III funding enhances English Learner programs with bilingual instructional materials, teacher training, and family engagement initiatives. The Community Schools Grant expands access to mental health resources, socio-emotional learning programs, bilingual parent education workshops, and wraparound services through partnerships with local organizations. These combined resources ensure equitable access to high-quality education, fostering biliteracy, academic success, and cultural competence in alignment with California State Standards and ESSA requirements.

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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

5 professional development days have been built into the work year calendar for 2025-2026 These PD days are a combination of district-wide, secondary and site-specific PD. Two PD days held prior to the start of the school year were dedicated to an overall theme of equity. Staff participated in a series of district-wide, secondary-only, site-specific and workshop sessions focused on: empowering students and teachers; equity in the math classroom; Universal Design for Learning; Project Based Learning; redesigning student assessments to empower students to self-assess; using site improvement data for continuous improvement; Title VI training: and LGBTQ+ rights.

Petaluma City Schools continues to prioritize Positive Behavioral Interventions and Support (PBIS), and Welcoming Schools (LGBTQ+) training for secondary staff. In addition, trainings have been scheduled throughout the school year to support a core team at each school site dedicated to enhancing a positive school climate.

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	6	6	5