Boronda Meadows Elementary School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2023-24 School Contact Information

School Name	Boronda Meadows Elementary School
Street	915 Larkin Street
City, State, Zip	Salinas, CA 93907
Phone Number	(831) 784-5400
Principal	Paul Rodriquez
Email Address	prodriguez@salinascity.k12.ca.us
School Website	https://salinascityesd.org/boronda-meadows
County-District-School (CDS) Code	27-66142-0108068

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Principal's Message:

Welcome to Boronda Meadows Elementary, home of the Hawks. We are the newest school in the Salinas City Elementary School District opening our doors in 2005. We are a Title I school comprised of 27 General Ed Classes currently supporting approximately 624 students in grades TK - 6. TK-Kinder (87), 1st - 3rd (244), and 4th - 6th (270). In addition, Boronda Meadows is home to State Preschool, Special Education Preschool, and MCOE Special Day Class which adds another 100 students. Approximately 53 percent of our student are considered Socially Economically Disadvantaged. Approximately 59 percent of our students are Emergent Bilinguals.

As Hawks, the remarkably dedicated staff are a group of professionals working hard each day to support our students in academic achievement and social/emotional growth while carrying out our vision:
"Boronda Meadows Elementary School, in partnership with our school community, will provide all students with quality instruction and multiple learning experiences in a safe and nurturing environment, to foster future-ready learners and responsible citizens. Every morning, our staff and students recite our Hawk Pledge "I Boronda Meadows student, choose to be responsible, make good choices, and solve problems, I choose to be a positive member in our school community".

"We are proud to continue the implementation of our school-wide PBIS for which we received "Gold" status for the 2023/24 school year, and Hawk Behavior Matrix programs to continue our
progress in building character and socio/emotional wellness. Also, we will continue to grow our multi-tiered system of supports (MTSS) for academics in order to support the learning needs of all our students.

Alongside our staff, the passion and dedication of our Parent Club, School Site Council (SSC), English Language Advisory Council (ELAC), and community partners has continually been an integral part of our success here at Boronda Meadows Elementary. There are several ways as parents you can stay up to date with the many activities at Boronda Meadows Elementary. Our school website is a great resource for information, as we do update it regularly. Also, please ensure that you read school ParentSquare messages as they contain important information. Lastly, please call the main office if you have any questions.

As your principal, it is important to me that Boronda Meadows Elementary maintains high expectations and continues a tradition of excellence that our parent community expects. I hope your child has a terrific learning experience here at Boronda Meadows Elementary and I am very excited for the upcoming school year!

Thank you in advance for supporting your child's success at school and let's all have a wonderful school year!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	96
Grade 2	87
Grade 3	93
Grade 4	90
Grade 5	74
Grade 6	92
Total Enrollment	594

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
American Indian or Alaska Native	0.3%
Asian	0.2%
Black or African American	0.8%
Filipino	0.7%
Hispanic or Latino	94.8%
Two or More Races	1%
White	1.7%
English Learners	59.9%
Homeless	30.3%
Migrant	4.5%
Socioeconomically Disadvantaged	82.2%
Students with Disabilities	12%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	87.10	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	12.90	21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.00	2.99	12115.80	4.41
Unknown	0.00	0.00	6.00	1.63	18854.30	6.86
Total Teaching Positions	31.00	100.00	368.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	79.31	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	17.24	47.00	12.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.45	8.00	2.14	11953.10	4.28
Unknown	0.00	0.00	2.00	0.53	15831.90	5.67
Total Teaching Positions	29.00	100.00	374.50	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	3.00	1.00

Misassignments	1.00	4.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	5.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.8	14.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

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

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015	Yes	0%

	Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016		
Science	National Geographic Learning - Cengage 2022	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

School Facility Conditions and Planned Improvements

In 2022-2023 the play structure was replaced with a new play structure. Features of the new play structure included bright colors, improved safety features and accommodations specifically for special needs students. A new shade structure was placed in 2022-23.

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

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	24	19	26	24	47	46
Mathematics (grades 3-8 and 11)	18	21	20	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	359	355	98.89	1.11	18.87
Female	174	172	98.85	1.15	26.16
Male	185	183	98.92	1.08	12.02
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	344	340	98.84	1.16	18.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	184	182	98.91	1.09	4.95
Foster Youth	0	0	0	0	0
Homeless	95	95	100.00	0.00	11.58
Military	--	--	--	--	--
Socioeconomically Disadvantaged	303	299	98.68	1.32	18.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	39	97.50	2.50	2.56

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	359	355	98.89	1.11	21.13
Female	174	172	98.85	1.15	20.35
Male	185	183	98.92	1.08	21.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	344	340	98.84	1.16	21.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	184	182	98.91	1.09	7.69
Foster Youth	0	0	0	0	0
Homeless	95	95	100.00	0.00	11.58
Military	--	--	--	--	--
Socioeconomically Disadvantaged	303	299	98.68	1.32	21.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	39	97.50	2.50	5.13

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.78	6.41	12.58	14.08	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	78	100.00	0.00	6.41
Female	35	35	100.00	0.00	5.71
Male	43	43	100.00	0.00	6.98
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	75	75	100.00	0.00	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	38	38	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	23	23	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	64	100.00	0.00	6.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0	98.9	98.9	98.9	98.9

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Our families are integral in the success we have as the school community and our full-time parent coordinator has a passion for parent and community involvement. With her help, we are able to provide a variety of engagement opportunities for our parents and community members. With Title I Parent Involvement funding we provide parent opportunities to attend trainings and workshops throughout the school year.

Parent involvement is highly encouraged and solicited. Various opportunities are available for parental involvement. Parents are encouraged to join our School Site Council (SSC) and English Language Advisory Committee (ELAC) , which collaborates with site administration on financial decision-making, as it relates to student academic achievement, school culture & climate, and parent/community involvement. Parents of English learners are vital to our English Learner Advisory Committee (ELAC). We seek their input to make informed decisions on the selection of services/activities which support our English Language Learner Student Population. Also new this year, we invite parent membership to our Culture Climate Committee (Triple C); this group analyzes student behavior data, and based on results, makes recommendations of services, activities, and or systems to benefit our school's culture and climate. Lastly, we elicit parent participation in our new Attendance Leadership Team; this groups analyzes student attendance data and makes recommendations on actions & activities that will support daily student attendance.

Our Student Activities Fundraising Group (SAF) encourages parents to attend their meetings. It fundraises to support activities/items such as, but not limited to: purchase of school library books, attendance and behavior incentives, sports team registration costs, and school-wide community events, such as La Posada/Winter Festival and spring carnival. Furthermore, the SAF sponsors school-wide activities such as: Family Movie Nights, Spring School Carnival, La Posada, "Dia del Niño," etc. Parents are also welcome to volunteer in their child's classroom; parents are to make scheduling and task assignment arrangements with the classroom teacher.

Additionally, parents are encouraged to participate in the educational opportunities offered at our school, such as: 1) Parents Institute of Quality Education (PIQE), 2)Strengthening Families Evening Sessions 3) Computer/English Literacy Classes, etc. Currently, parents are encouraged to participate in-person meetings with the school principal (Cafecito). Some of the topics include but are not limited to: PBIS, Anti-Bullying Program, Counseling Services, Parent Conferences, and Blue Zones Project. Parents are highly encouraged to attend their child's parent conference either via phone, virtual, or in person.

For more information on parent involvement opportunities, please contact our Parent Coordinator, (831) 784-5400 Ext. 1394. Parents are vital to our student's overall well-being and growth!

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	650	632	154	24.4
Female	311	303	75	24.8
Male	339	329	79	24.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	1	1	0	0.0
Black or African American	5	5	2	40.0

Filipino	4	4	1	25.0
Hispanic or Latino	618	601	145	24.1
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	6	6	1	16.7
White	10	10	2	20.0
English Learners	398	392	70	17.9
Foster Youth	1	1	1	100.0
Homeless	203	199	49	24.6
Socioeconomically Disadvantaged	550	537	133	24.8
Students Receiving Migrant Education Services	33	33	6	18.2
Students with Disabilities	82	81	22	27.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.14	1.00	0.31	0.15	2.31	1.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.31	0
Female	0	0
Male	0.59	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.16	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0

White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.18	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The safety of students and staff is our primary priority at Boronda Meadows Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated during our October School Site Council Meeting and approved in November by the School Safety Committee. All revisions were communicated to both the classified and certificated staff during our January staff meeting. The school's site disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are also held twice a year.

Students are supervised before and after school by certificated and classified staff. During lunch, administration and noontime aides help with supervision. Certificated and classified staff assist administration with supervision during break periods that include recess.

There is a designated area for student drop off and pick up. Visitors must report to the office prior to entering the school grounds. Once school is in session, the only open entrance to the school is through the main office. New for the 2023-2024 school year, to increase security and for safety purposes, front office doors are locked at 9:00 a.m through 2:30 p.m. Parents must be buzzed in by our front office staff. Doors are also locked from 3:30 to 5:30 during our after school program.

The school site has a fully surrounding security fence with electronically controlled access gates: 2 pedestrian and 2 vehicle – these gates assure that all visitors enter through the main office when school is in session. Visitors are required to sign in at the school office, show a government ID, and receive a visitor's pass. We use a digital visitor tracking system referred to as "Raptor". All visitors must take part in our system to enter campus. Any visitors not properly displaying their visitor pass are referred to the front office and administration. Students who leave prior to the end of the school day must be signed out in the front office by an authorized adult listed on the students emergency card. We highly recommend parents continue to update the student emergency card as needed.

The school Instructional Leadership Team (ILT) reviews discipline and safety procedures with the staff throughout the school year. The ILT also reviews playground rules with students to ensure safety on the campus. Staff members use two-way radios to communicate with the office from the playground. All teachers have a two-way radio in their classroom and carry the radio with them while they are with students outside the classroom setting. Installed is school-wide surround intercom system, along with intercom, there is a telephone in each classroom. Students are allowed on-campus 30 minutes prior to the start of instruction. During the first 30 minutes, morning supervisors and students monitor students. Ten minutes prior to the start of instruction students report to their classroom and are supervised by their teacher. Teachers supervise students during morning recess and campus supervisors and administrators during the lunch period. Supervision is provided by certificated and classified staff, vice-principal, and principal; all wear a florescent yellow vest for visibility purposes. Site administration oversees the supervision of all students.

The ILT reviews and revises our School Safety Plan annually. The plan includes procedures for various emergencies, exit routes, and inventories of emergency supplies. The plan is available in our school office. The safety plan is shared with the School's Site Council/ English Language Advisory Committee at a monthly meeting and was shared with school staff during a staff meeting. The school conducts the following emergency response drills to ensure students and staff know what to do in a real-life emergency: fire-drills are conducted monthly, lockdown & shelter-in-place drill (after school programs 2 times annually) and earthquake drills conducted twice a year. We also participated in the Monterey County disaster drill in October 2023. Safety concerns and procedures are shared and addressed at staff meetings & School Site Council/English Language Advisory Committee Meetings.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	2	
1	25		4	
2	25		4	
3	27		3	
4	28		3	
5	28		3	
6	30		2	
Other	21	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	2	
1	23		4	
2	24	1	3	
3	25	2	2	
4	23	1	2	
5	23	2	2	
6	22	2	2	
Other	12	1		

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	12	5	0	0
1	24	0	4	0
2	22	1	3	0
3	23	2	2	0
4	23	2	2	0
5	25	0	3	0
6	23	1	3	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	594

2022-23 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7946	258	7688	70159.41

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

District	N/A	N/A	8220	$77,664
Percent Difference - School Site and District	N/A	N/A	-6.7	-10.1
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	-20.4	-21.7

Fiscal Year 2022-23 Types of Services Funded

DISTRICT - FUNDED SERVICES:

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

District-Funded Services for the 2023-2024 School Year include:
1. Extended School Year (ESY)
2. ASES/BEST after school program
2. Jump Into English - After school and summer programs
3. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring language academy
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaisance Learning, Typing Club, etc.
8. Mental Health Counselor at each site
9. Psychologist at each site
10. Educational Technology Coach at each site
11. Vice Principal at each site, ,
12. Academic enrichment fieldtrips
13. MTSS Coach
14. Academic Coach
15. School Psychologist
16. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
17. Occupational Therapists
18. Behavior Technicians
19. Family Resource Center Resources
20. Nutritious Meals
21.Grade Level Release Teacher

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

SITE-FUNDED SERVICES:

Fiscal Year 2022-23 Types of Services Funded

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

Two major initiatives were implemented this year to help students both academically and with positive behavior.
1. One of which we hired an Early Literacy Consultant from Monterey County of Education to teach the Science of Reading and work directly with our Kinder - 2nd grade teachers to assist with early literacy.
2. BMS is piloting a new Phonics program
3. Opportunities for grade level collaboration to develop lesson planning and to review data to help inform instruction.
4. Family Art Nights
5. Winter Festival
6. Additional Attendance Clerk to assist with reduce chronic absenteeism.
7. Additional campus supervisors to support student safety during drop off, dismissal and student recess periods.
8. Additional campus supervisors to assist with managing the student rewards store
9. Additional ParaEducators to assist with student academic intervention and new teacher support.
10. Ballet Folklorico for students in all grades.
11. After school student sports opportunities, such as additional coaching and extra hours.
12. Coach to implement PlayWorks for all grade levels.

Site-Funded Services for the 2022-2023 school year included:
1. After school academic programs to support students with state assessments.
2. Morning academic intervention for grades 1-2 to support with early literacy, such as phonics.
3. Student Academic field trips to enhance the learning of grade level California State Standards. Field trips included, Tech museum, Sixth grade promotion.
4. Blue Zone Site involvement
5. Student Awards to promote academic and social emotional success.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

Professional Development

DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT:

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

District Professional Development for the 2023-2024 School Year:
1. ViewSonic - Level 2

Professional Development

2. Thinking Maps
3. Leading an Inclusive Classroom
4. High Impact Reading Comprehension Strategies
5. Social Thinking - Curriculum
6. ELD - Cross Linguistic Training
7. Observation Protocol for Teachers of English Learners (OPTEL) Training

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

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2023-2024 school year, Boronda Meadows Elementary staff is participating in the following professional development:
1. Teach like a Pirate Professional Development - Welcome Back Staff event that was focussed on motivating and inspiring teachers.
2. AVID Training for upper grade teachers.
3. Science of Reading for certificated staff.
4. Science of Reading - Contracted Early Literacy Consultant.
5. PD for certificated and classified staff to support with social emotional crisis events involving students.

For the 2022-2023 school year, Boronda Meadows Elementary staff participated in the following professional development:

1. Eureka Math (all grade levels)
2. SAAVAS History Training
3. Universal Design Learning
4. Classroom Management
5. Technology Tools
6. Intervention (SIPPS, Estrellitas, SIL, Read Naturally, Hagerty, Phonics)

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

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