Boronda Meadows Elementary School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Boronda Meadows Elementary School
Street	915 Larkin Street
City, State, Zip	Salinas, CA 93907
Phone Number	(831) 784-5400
Principal	Paul Rodriquez
Email Address	prodriguez@salinascityesd.org
School Website	https://salinascityesd.org/boronda-meadows
Grade Span	K-6
County-District-School (CDS) Code	27-66142-0108068

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Principal's Message: 2024-2025 School Year:

Welcome to Boronda Meadows Elementary, home of the Hawks! Since opening our doors in 2005, we have proudly served as the newest school in the Salinas City Elementary School District. Boronda Meadows is a Title I school with 26 General Education classes supporting approximately 636 students in grades TK-6: TK-Kinder (87 students), 1st-3rd (244 students), and 4th-6th (270 students). Additionally, our campus is home to State Preschool, Special Education Preschool, and an MCOE Special Day Class, bringing an additional 120 students to our learning community. Approximately 53% of our students are

2024-25 School Description and Mission Statement

considered socioeconomically disadvantaged, and about 59% are Emergent Bilinguals.

Our dedicated staff at Boronda Meadows are committed to fostering both academic success and social-emotional growth in every student. Together, we strive daily to fulfill our school's 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 come together to recite the Pledge of Allegiance and Hawk Pledge to promote a sense of community and culture;

"I, Boronda Meadows student, choose to be responsible, make good choices, and solve problems. I choose to be a positive member of my school community."

We are proud to continue the implementation of our school-wide Positive Behavioral Interventions and Supports (PBIS) program, for which we achieved Platinum Status at the beginning of the 2024 school year. This, along with our Hawk Behavior Matrix, remains central to our efforts in building strong character and promoting social-emotional wellness. We also continue to expand our Multi-Tiered System of Supports (MTSS) to meet the diverse academic needs of all our students.

Our success as a school is built on the collaboration of our passionate staff, engaged Parent Club, School Site Council (SSC), English Learner Advisory Committee (ELAC), and supportive community partners. Families are a vital part of our community, and we encourage you to stay connected through the many resources available. Our school website is regularly updated with important information, and ParentSquare messages are an essential tool for staying informed. If you have any questions, please don't hesitate to contact our main office.

As your principal, I am committed to maintaining high expectations and ensuring that Boronda Meadows continues the tradition of excellence our families deserve. I look forward to an exciting and enriching 2025-2025 school year and am confident that your child will have a rewarding experience at Boronda Meadows Elementary.

Thank you for partnering with us to support your child's success. Let's make it a fantastic school year together!

Sincerely,

Paul D. Rodriguez

Principal, Boronda Meadows Elementary

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	66
Grade 2	91
Grade 3	87
Grade 4	95
Grade 5	96
Grade 6	78
Total Enrollment	600

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.5
Asian	0.2
Black or African American	1.2
Filipino	0.5
Hispanic or Latino	94.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.7
White	1.5
English Learners	59
Homeless	35.5
Migrant	6
Socioeconomically Disadvantaged	84.5
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/Incomplete/NA	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/Incomplete/NA	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

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)	21.00	72.41	319.00	81.94	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.45	13.00	3.34	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	20.69	42.30	10.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.45	6.00	1.54	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	9.00	2.31	14303.80	5.15
Total Teaching Positions	29.00	100.00	389.30	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	3.00	1.00	0
Misassignments	1.00	4.00	6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.00	5.00	6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	0.00	0.00	1
Total Out-of-Field Teachers	0.00	1.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80	14.2	21.4
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	6.6

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

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

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

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
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%

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

School Facility Conditions and Planned Improvements

In 2022-2023 the play structure was replaced with a new play structure that included improved safety features and accommodations specifically for special needs students.

Year and month of the most recent FIT report	05/01/2024

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	19	22	24	25	46	47
Mathematics (grades 3-8 and 11)	21	19	22	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	354	100.00	0.00	21.75
Female	170	170	100.00	0.00	22.94
Male	184	184	100.00	0.00	20.65
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	343	343	100.00	0.00	21.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	185	185	100.00	0.00	6.49
Foster Youth	0	0	0	0	0
Homeless	121	121	100.00	0.00	19.01
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	308	100.00	0.00	19.48
Students Receiving Migrant Education Services	17	17	100.00	0.00	5.88
Students with Disabilities	38	38	100.00	0.00	5.26

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	354	100.00	0.00	19.49
Female	170	170	100.00	0.00	11.18
Male	184	184	100.00	0.00	27.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	343	343	100.00	0.00	19.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	185	185	100.00	0.00	8.11
Foster Youth	0	0	0	0	0
Homeless	121	121	100.00	0.00	14.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	308	100.00	0.00	17.21
Students Receiving Migrant Education Services	17	17	100.00	0.00	11.76
Students with Disabilities	38	38	100.00	0.00	5.26

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.41	15.31	14.08	15.30	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	98	100.00	0.00	15.31
Female	46	46	100.00	0.00	17.39
Male	52	52	100.00	0.00	13.46
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	95	95	100.00	0.00	15.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	49	49	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	32	32	100.00	0.00	9.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	85	100.00	0.00	11.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

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

2024-25 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!

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	639	631	121	19.2
Female	304	300	61	20.3
Male	335	331	60	18.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	604	596	114	19.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	11	3	27.3
English Learners	376	372	49	13.2
Foster Youth	--	--	--	--
Homeless	232	229	42	18.3
Socioeconomically Disadvantaged	552	546	106	19.4
Students Receiving Migrant Education Services	38	38	4	10.5
Students with Disabilities	87	85	22	25.9

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1	0.31	1.25	2.31	1.81	1.89	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.25	0.00
Female	0.33	0.00
Male	2.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.16	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	1.06	0.00
Foster Youth	0.00	0.00
Homeless	0.86	0.00
Socioeconomically Disadvantaged	0.72	0.00
Students Receiving Migrant Education Services	2.63	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.

2024-25 School Safety Plan

At Boronda Meadows Elementary School, the safety and well-being of students and staff are our highest priorities. The school operates in full compliance with all applicable laws, regulations, and guidelines related to hazardous materials and state earthquake standards. The School Site Safety Plan was most recently reviewed and updated during the October School Site Council meeting and subsequently approved by the School Safety Committee in November. Updates to the plan were communicated to both certificated and classified staff at the January staff meeting. Our disaster preparedness plan outlines comprehensive measures to ensure the safety of students and staff during emergencies. Fire and disaster drills are conducted monthly, and lockdown drills are conducted twice per year.

Supervision Protocols
Students are supervised by certificated and classified staff before and after school. During lunch periods, administrative staff and noontime aides provide additional oversight. Certificated and classified staff also assist in supervising students during recess and other break periods.

Campus Access and Security Measures
A designated area is provided for student drop-off and pick-up. All visitors are required to report to the front office upon arrival. After school begins, the only accessible entrance is through the main office. For enhanced security, the front office doors remain locked between 9:00 a.m. and 2:50 p.m. Visitors must be buzzed in by office staff. During the after-school program, doors are locked from 3:30 p.m. to 5:30 p.m.

The school campus is secured by a perimeter fence with electronically controlled gates, including two pedestrian and two vehicle access points. These gates ensure all visitors enter through the main office when school is in session. Visitors are required to sign in at the office, present a valid government ID, and wear a visitor’s pass. The school utilizes the "Raptor" digital

2024-25 School Safety Plan

visitor tracking system for campus entry. Visitors without proper identification are directed to the front office for verification. Students leaving campus during the school day must be signed out by an authorized adult listed on the student's emergency card. Parents are encouraged to update emergency contact information as needed.

Communication and Emergency Preparedness
The Instructional Leadership Team (ILT) reviews discipline and safety procedures with staff regularly throughout the school year. Playground rules are also reviewed with students to promote a safe campus environment. Staff members are equipped with two-way radios to ensure efficient communication with the office, and each classroom is outfitted with a telephone and intercom system. Teachers carry radios while supervising students outside the classroom.

Students may arrive on campus no earlier than 30 minutes prior to the start of instruction. During this time, morning supervisors monitor student activities. Ten minutes before instruction begins, students proceed to their classrooms, where they are supervised by their teachers. Supervision during morning recess, lunch periods, and other unstructured times is provided by a combination of certificated and classified staff, campus supervisors, the vice principal, and the principal, all of whom wear high-visibility vests for easy identification. Site administration oversees all student supervision.

Annual Review and Emergency Drills
The School Safety Plan is reviewed and updated annually by the ILT. The plan includes detailed procedures for various emergencies, designated evacuation routes, and an inventory of emergency supplies. A copy of the plan is available in the school office and is shared with the School Site Council and English Language Advisory Committee (ELAC) during monthly meetings. Staff are briefed on the safety plan at staff meetings.

Emergency response drills are conducted regularly to ensure preparedness. These include monthly evacuation drills, biannual lockdown, secure campus, and shelter-in-place drills (including after-school programs), and twice-yearly drop, cover, and hold (formerly earthquake) drills. In October 2024, the school participated in the Monterey County disaster drill. Safety concerns and updates are addressed during staff meetings and School Site Council/ELAC meetings to ensure continuous improvement and adherence to best practices.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	17	2	2	
2	23	1	3	
3	22	1	3	
4	24	1	3	
5	24	1	3	
6	26		3	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	600

2023-24 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7946	258	7688	70159.41
District	N/A	N/A	8220	$87,565
Percent Difference - School Site and District	N/A	N/A	-6.7	-22.1
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-33.4	-31.4

Fiscal Year 2023-24 Types of Services Funded

SITE-FUNDED SERVICES:

Site-Funded Services for the 2024-2025 school year:
1. Implementation of Advancement Via Individual Achievement (AVID)
2. ELPAC Tutoring for EL's
3. Levered Math
4. After school Folklorico Dance
5. Student Materials and Supplies
6. Monthly Family Nights (Movie night, Paint night, La Posada, Spring Carnival)
7. additional Attendance Clerk to assist with reduce chronic absenteeism.
8. Additional campus supervisors to support student safety during drop off, dismissal and student recess periods.
9. Additional campus supervisors to assist with managing the student rewards store
10. Hiring of MCOE Consultants to assist with Small Group Instruction for Teachers and Paraeducators.

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.

Fiscal Year 2023-24 Types of Services Funded

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.

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

District-Funded Services for the 2024-2025 School Year include:
1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18.Grade Level Release Teacher
19. School Vice Principal

District-Funded Services for the 2023-2024 School Year included:
1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Spring language academy
7. Visual and performing Arts through Monterey County Arts Council
8. Online supplements programs such as Dreambox Lexia, Renaisance Learning, Typing Club, etc.
9. Academic enrichment field trips
10. MTSS Coach
11. Academic Coach

Fiscal Year 2023-24 Types of Services Funded

12. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
13. Family Resource Center - Resources
14. Olweus - Bullying Prevention Program
15. Grade level Release Teachers

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

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

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2024-2025 school year, Boronda Meadows Elementary staff is participating in the following professional development:
1. Monterey County of Education to teach TK-6th small group instruction (Launch and monthly PD)
2. Early Literacy Consultant from Monterey County of Education to continue Science of Reading and work directly with our Kinder - 2nd grade teachers to assist with early literacy in Small Group settings.
3. Implementation of AVID and coach to give AVID Strategies PD. (Launch and monthly PD)
4. "Levered" Math for 3rd - 6th Grade Professional development to assist with administration of the program.
5. Eureka Math "Great Minds" Professional Development for Teachers and Paraeducators.
6. AVID Conferences for teachers to learn AVID Strategies to help with instructional Success.
7. Classroom Management for Teachers.

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

Professional Development

6. Intervention (SIPPS, Estrellitas, SIL, Read Naturally, Hagerty, Phonics)

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

District Professional Development for the 2024-2025 School Year:
1. Orenda Education
2. The The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training

District Professional Development for the 2023-2024 School Year:
1. ViewSonic - Level 2
2. Thinking Maps
3. Leading an Inclusive Classroom
4. High Impact Reading Comprehension Strategies
5. Social Thinking - Curriculum
6. ELD - Cross Linguistic Training
7. Observation Protocol for Teachers of English Learners (OPTEL) Training

District Provided Professional Development for the 2022-2023 School Year:
1. Science of Reading (Early Literacy)
2. Eureka Math (all grade levels)
3. Cengage Science Curriculum training
4. Universal Design Learning
5. Thinking Maps
6. Guided Language Acquisition Design (GLAD)
7. Classroom Management
8. View-sonic Smart Board
9. Classroom management, lesson presentation, engagement, lesson creation, and organization
10. Keenan & Associates training: Sexual Harassment Child Abuse McKinney-Vento
11. Universal Design for Learning (UDL) - Tier II Supports
12. WestED -Collaborative Continuous Improvement Teams (CCITs)
13. Safety Care training
14. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Emergency Response
15. PlayWorks and behavioral supports
16. 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

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

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