

Boronda Meadows Elementary School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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	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	TK-6
County-District-School (CDS) Code	27-66142-0108068

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Principal's Message: 2025-2026 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 considered socioeconomically disadvantaged, and about 59% are Emergent Bilinguals.

Our dedicated staff at Boronda Meadows is 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 for both the 2023/2024 and the 2024/2025 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),

2025-26 School Description and Mission Statement

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 the school 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 2025-2026 school year, and I'm confident that your child will have a rewarding experience at Boronda Meadows Elementary.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	65
Grade 2	60
Grade 3	96
Grade 4	95
Grade 5	88
Grade 6	99
Total Enrollment	620

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.8
Black or African American	0.8
Filipino	0.5
Hispanic or Latino	92.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.5
White	2.9
English Learners	55.3
Homeless	37.4
Migrant	5.5
Socioeconomically Disadvantaged	81.9
Students with Disabilities	13.2

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)	23	79.31	312.5	83.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5	1.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	17.24	47	12.55	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.45	8	2.14	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.53	15831.9	5.67
Total Teaching Positions	29	100	374.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	72.41	319	81.94	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.45	13	3.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	20.69	42.3	10.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.45	6	1.54	11746.9	4.23
Unknown/Incomplete/NA	0	0	9	2.31	14303.8	5.15
Total Teaching Positions	29	100	389.3	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	75	314.5	79.72	230039.4	100
Intern Credential Holders Properly Assigned	1	3.57	16.5	4.18	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	21.43	56.5	14.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3	0.76	12112.8	4.34
Unknown/Incomplete/NA	0	0	4	1.01	13705.8	4.91
Total Teaching Positions	28	100	394.5	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	1
Misassignments	4.00	6	5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.00	6	6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	1	0
Total Out-of-Field Teachers	1.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.2	21.4	17.2
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	6.6	3.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August 2025

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

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

School Facility Conditions and Planned Improvements

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

Classroom space is adequate to support current enrollment. The campus consists of permanent buildings and classrooms, as well as modular classrooms. Modular facilities are used to support instructional and extracurricular programs, accommodate fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides

School Facility Conditions and Planned Improvements

adequate playground space and age-appropriate equipment for student recreation. Administrative spaces are also deemed adequate by the school principal.

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

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

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

Year and month of the most recent FIT report

03/12/25

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	22	21	25	25	47	48
Mathematics (grades 3-8 and 11)	19	19	22	22	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	383	100.00	0.00	20.63
Female	181	181	100.00	0.00	23.20
Male	202	202	100.00	0.00	18.32
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	358	358	100.00	0.00	19.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	33.33
English Learners	205	205	100.00	0.00	6.34
Foster Youth	0	0	0	0	0
Homeless	145	145	100.00	0.00	13.10
Military	0	0	0	0	0
Socioeconomically Disadvantaged	317	317	100.00	0.00	17.67
Students Receiving Migrant Education Services	19	19	100.00	0.00	10.53
Students with Disabilities	54	54	100.00	0.00	5.56

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	381	381	100.00	0.00	18.90
Female	180	180	100.00	0.00	14.44
Male	201	201	100.00	0.00	22.89
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	357	357	100.00	0.00	16.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	41.67
English Learners	203	203	100.00	0.00	6.40
Foster Youth	0	0	0	0	0
Homeless	144	144	100.00	0.00	15.97
Military	0	0	0	0	0
Socioeconomically Disadvantaged	315	315	100.00	0.00	17.78
Students Receiving Migrant Education Services	18	18	100.00	0.00	5.56
Students with Disabilities	54	54	100.00	0.00	7.41

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)	15.31	8.99	15.3	14.83	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	89	100.00	0.00	8.99
Female	54	54	100.00	0.00	7.41
Male	35	35	100.00	0.00	11.43
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	--	--	--	--	--
Hispanic or Latino	85	85	100.00	0.00	7.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	44	44	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	32	32	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	76	100.00	0.00	7.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

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

Opportunities for Parent Involvement

At Boronda Meadows School, we deeply value the partnership between home and school. Our families play an essential role in the academic success and overall well-being of our students. To strengthen this partnership, we are proud to have a full-time Parent Coordinator dedicated to supporting parent engagement, fostering strong relationships, and creating meaningful opportunities for families to participate in school life. Through Title I Parent Involvement funding, we are able to offer a wide range of workshops, trainings, and activities throughout the school year to support parents as active partners in education.

Parent Leadership & Advisory Opportunities

Parents are highly encouraged to participate in school decision-making and leadership. Several committees provide avenues for families to share their voice and contribute to positive school improvement:

School Site Council (SSC):

Parents collaborate with staff and administration to review school data, provide input on academic programs, and make recommendations related to budgeting, school culture, and student achievement.

English Learner Advisory Committee (ELAC):

Parents of English Learners provide guidance on services, programs, and supports for multilingual students. Their feedback is vital in shaping instructional practices and ensuring equitable learning experiences.

Parent Teacher Club (PTC):

The PTC supports school-wide initiatives through fundraising and family events. Funds often support library resources, attendance and behavior incentives, sports team participation, and community-building events such as La Posada/Winter Festival, Spring Carnival, Family Movie Nights, and Día del Niño celebrations.

Classroom & School Volunteer Opportunities:

Parents are welcome and encouraged to volunteer in classrooms and during school activities. Families may coordinate directly with their child's teacher to arrange volunteer schedules and tasks. Volunteers help enrich the learning environment and strengthen school community connections.

Attendance Leadership Team Participation:

Parents are invited to participate in the Attendance Leadership Team, which reviews school attendance data and helps identify strategies to promote strong daily attendance. This partnership supports our goal of ensuring every student is present, engaged, and ready to learn.

Parent Education & Family Workshops:

Boronda Meadows School offers several educational opportunities designed to empower parents and support student success, including:

Parent Institute for Quality Education (PIQE), Strengthening Families evening sessions, Computer and English Literacy courses, Health, wellness, and family resource workshops, Academic support sessions, and family learning nights. These programs help families build skills, access resources, and strengthen support for their children's education.

Principal Meetings & School Communication:

Parents are invited to attend Cafecito, an in-person meeting with the principal held regularly throughout the school year. Topics may include Positive Behavioral Interventions and Supports (PBIS), anti-bullying initiatives, counseling services, parent-teacher conferences, Blue Zones Project updates, and other school programs. These sessions offer parents a direct opportunity to ask questions, share concerns, and learn more about school initiatives.

2025-26 Opportunities for Parental Involvement

Families are also strongly encouraged to participate in parent-teacher conferences—held in person, virtually, or by phone—to discuss their child’s progress and collaborate on next steps for academic and social-emotional growth.

Additional Information: Boronda Meadows School regularly communicates with families through ParentSquare, newsletters, classroom updates, and school-wide announcements. Parents may also access important information through the school website, front office, and Parent Center.

For more information about parent involvement opportunities, please contact: Parent Coordinator Phone: (831) 784-5400 ext. 1394

We believe parents are vital partners in creating a safe, supportive, and enriching learning environment. Together, we help all students grow, thrive, and achieve their fullest potential.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	666	655	115	17.6
Female	332	328	58	17.7
Male	334	327	57	17.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	620	609	106	17.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	19	19	4	21.1
English Learners	370	367	57	15.5
Foster Youth	--	--	--	--
Homeless	255	252	45	17.9
Socioeconomically Disadvantaged	550	540	95	17.6
Students Receiving Migrant Education Services	37	35	5	14.3
Students with Disabilities	93	93	19	20.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.31	1.25	1.95	1.81	1.89	1.71	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.95	0.00
Female	0.90	0.00
Male	2.99	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.10	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	1.08	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.64	0.00
Students Receiving Migrant Education Services	2.70	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

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 on December 16, 2025. 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

2025-26 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 before 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 2025, 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.

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

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	0	0
1	17	2	2	0
2	23	1	3	0
3	22	1	3	0
4	24	1	3	0
5	24	1	3	0
6	26	0	3	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	16	3	1	
2	15	3	1	
3	24		4	
4	24	1	3	
5	22	1	3	
6	25	1	3	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	750

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
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	7946	258	7688	70159.41
District	N/A	N/A	8220	\$90,670
Percent Difference - School Site and District	N/A	N/A	-6.7	-22.1
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-33.4	-31.4

Fiscal Year 2024-25 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 reducing 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.

Fiscal Year 2024-25 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 Well-being of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experiences 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,027	\$61,597
Mid-Range Teacher Salary	\$96,523	\$98,902
Highest Teacher Salary	\$116,082	\$126,340
Average Principal Salary (Elementary)	\$118,177	\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$231,680	\$288,332
Percent of Budget for Teacher Salaries	24.11%	31.29%
Percent of Budget for Administrative Salaries	4.15%	5.38%

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2025/2026 school year, Boronda Meadows Elementary staff is participating in the following professional development:

1. MCOE Consultant to meet and review small group strategies for TK-6th small group instruction (Launch and monthly PD)

Professional Development

2. Early Literacy Consultant from Monterey County Office of Education to continue Science of Reading and work directly with our Kindergarten - 2nd-grade teachers to assist with early literacy in Small Group settings.
3. Continued Implementation of AVID and a coach to give AVID Strategies PD. (Launch and monthly PD)
4. AVID Conferences for teachers to learn AVID Strategies to help with instructional Success.

For the 2024-2025 school year, Boronda Meadows Elementary staff is participating in the following professional development:

1. Monterey County Office of Education to teach TK-6th small group instruction (Launch and monthly PD)
2. Early Literacy Consultant from Monterey County Office of Education to continue Science of Reading and work directly with our Kindergarten - 2nd-grade teachers to assist with early literacy in Small Group settings.
3. Implementation of AVID and a 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.

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 2025-2026 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. MTSS & PBIS Implementation
4. Classroom Management & Engagement Strategies
5. Technology Integration (e.g., Smart Board Training)
6. Data systems training (Clever, AERIES, Illuminate)
7. Behavioral Supports / Playwork / De-escalation

District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training
5. SCESD partners with the Monterey County Office of Education to run a CTC-approved Teacher Induction Program for new teachers working toward their clear credential.

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

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