

Meadowlark School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-5

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Brent Woodard Ph.D.
Superintendent

Gilbert Yoon
Principal

Principal's Message

Meadowlark School was named as a California Distinguished School in May 2006 based on the school's Academic Performance Index (API) scores and on its high quality instructional program. Meadowlark School is rich in talented and dedicated teachers, administrator, support staff, involved parents, and supportive community members who work with energy and focus to provide an engaging, Standards-based curriculum to all of the school's students.

The climate for learning is demanding, but also supportive and encouraging. Many practices and programs are in place to ensure that students master basic skills such as phonics, vocabulary, writing skills, and math computation. In addition, students learn to apply higher level thinking and problem solving in science, social studies, literature, oral language, physical education, and fine arts. Special programs such as VOWAC phonics, Accelerated Reader, Music Center presentations, weekly music and PE classes, Math Wizard, Multiplication in a Week, Outdoor Science School, Wee Deliver letter writing program, and "Big Buddy" activities provide interest and challenge for every student.

Teachers at each grade level meet on a regular basis to plan together and share instructional strategies to ensure that all students receive the same high quality instruction. Each spring, the teachers and the Meadowlark School Improvement Site Council (made up of elected parents, staff, and the principal) use a self-evaluation process to evaluate the school's progress. Data used in the school's self-evaluation include:

- Standardized Testing and Reporting (STAR) (current and prior years' scores)
- Classroom observations
- Student benchmark test data in reading, writing, and mathematics
- Parent surveys about curriculum, instruction, and school climate
- Teacher surveys

The School Site Council (SSC)/Leadership Team identifies schoolwide strengths as well as areas for focused improvement. The School Leadership Team then writes specific improvement goals for the coming school year. The goals for the year are found in the Meadowlark School Curriculum Plan and the Single School Plan. These plans are available on the District/school Web site and may be checked out from the school office by interested parents and community members.

Parental Involvement

Strong parent and community involvement is one of the greatest strengths of Meadowlark School. Parents are encouraged to participate in a variety of ways including the following:

- Volunteers assist daily within classrooms.
- Parent Teacher Organization supports the school program by raising extensive funds for materials, equipment, and fine arts programs.
- Acton Schools Music Organization (ASMO) raises funds to support music instruction and performances.
- Parent workshops provide information about the academic program.
- School Improvement Site Council meets monthly to work toward specific school improvements.
- Lion's Club sponsors "Read Across America" and Constitution Day.
- The Acton Women's Club and local businesses provide funds for special materials and activities.

All interested parents are highly encouraged to attend and participate in these activities. All parents are welcomed to also volunteer in their child's classroom.

For more information on how to become involved, contact Principal Gil Yoon and/or PTO President Stacey Tucker at (661) 269-8140.



Acton-Agua Dulce Unified School District

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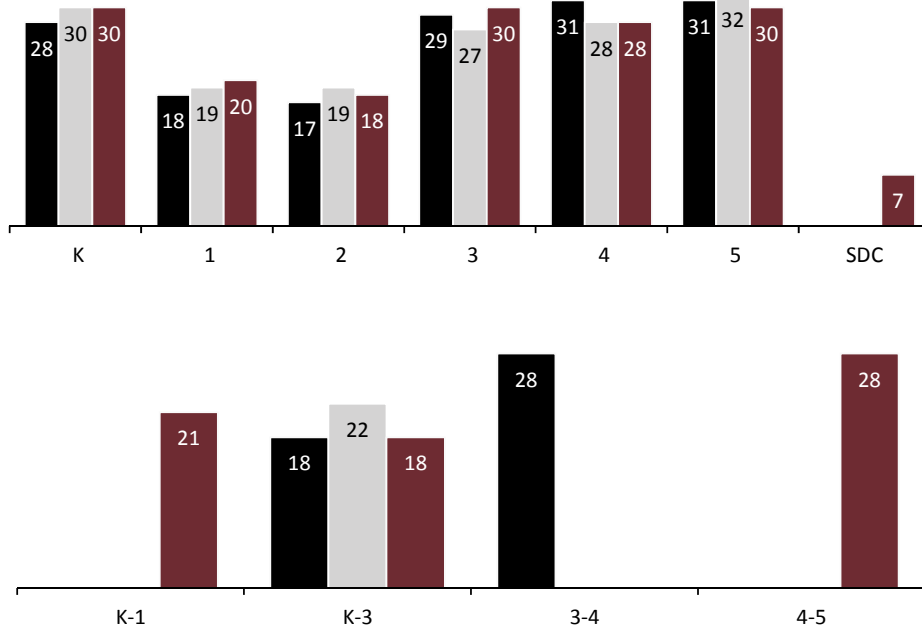
District Vision Statement

The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals that can achieve their highest degree of individual potential and who will responsibly shape our future.

Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			2	
1	3			2			3		
2	4			3			3		
3		2		3				2	
4		2		2				2	
5		3			2	1		2	
SDC							1		
Combination Classes	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-1								1	
K-3	1			2	1				
2-3							1		
3-4		1							
4-5								1	

Mission Statement

Meadowlark School is a place where each person is respected and valued as an individual. Our goal is to provide an academically focused, stimulating environment in which each student may experience and apply real-life skills needed to be a responsible, productive citizen of the world.



California Physical Fitness Test

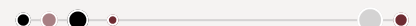
Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	11.7%
Five of Six Standards	24.7%
Six of Six Standards	57.1%



Textbooks and Instructional Materials

High quality current textbooks and support materials are available for every student in each subject area to use in class and to take home. The school’s textbook adoptions are current with the State adoptions. When a new textbook series is selected, a committee made up of teachers, parents, and principals carefully review State-adopted textbook programs over a three-month period. The committee then recommends to the Board of Trustees the series they identify as the highest quality and most appropriate for the District’s students.

New social studies textbooks were adopted during spring 2006 and implemented in fall 2006. New science textbooks were adopted in fall 2007. New math textbooks were adopted in summer of 2008 and implemented in fall of 2008.

All students participate in weekly music instruction taught by a music specialist. The music program teaches vocal music as well as music theory, music appreciation, and music history. Students have opportunities to perform in several productions each school year. These include chorus, two evening music performances, and the annual talent show. The Silver-Burdett “Making Music” is the adopted music instructional materials program. All students have access to these materials during music class. The music program is supported by the Acton Schools Music Organization, which provides funding for the music instructor.

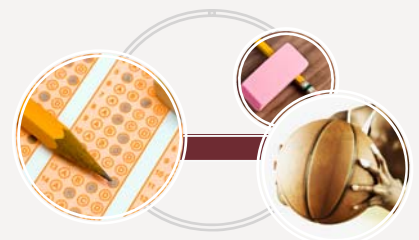
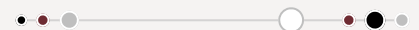
Students receive visual art instruction in their self-contained classrooms. The Davis Company “Adventures in Art” program provides art appreciation instruction and visual art activities. Students learn directed drawing through the “Monart” method. Visual art activities are also integrated into language arts, mathematics, science, and social studies instruction within each classroom. Student art products are displayed in the classrooms as well as in the main hallway of the school. Students have opportunities to experience live music and theatre productions during the school year. These include productions from the Los Angeles Music Center outreach program as well as a live theatre experience at the Lancaster Performing Arts Center for all students.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Meadowlark School	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧
✧ Not applicable.	



Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	A Legacy of Literacy, Houghton Mifflin	2002-2008
Mathematics	Mathematics, Houghton Mifflin	2008-2015
Science	Harcourt Brace	2007-2014
Science	Scott Foresman	2007
History-Social Science	Houghton Mifflin	2006-2012
Handwriting	Zaner Bloser	2000
Visual Arts	Davis: Adventures in Art	2002
Phonetic Awareness	VOWAC	1998

Note: This data was most recently collected and verified in September 2010.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates

	Meadowlark School			Acton-Agua Dulce USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.007	0.012	0.040	0.094	0.081	0.077
Expulsion Rate	0.000	0.000	0.000	0.001	0.004	0.002

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

School Facility Good Repair Status

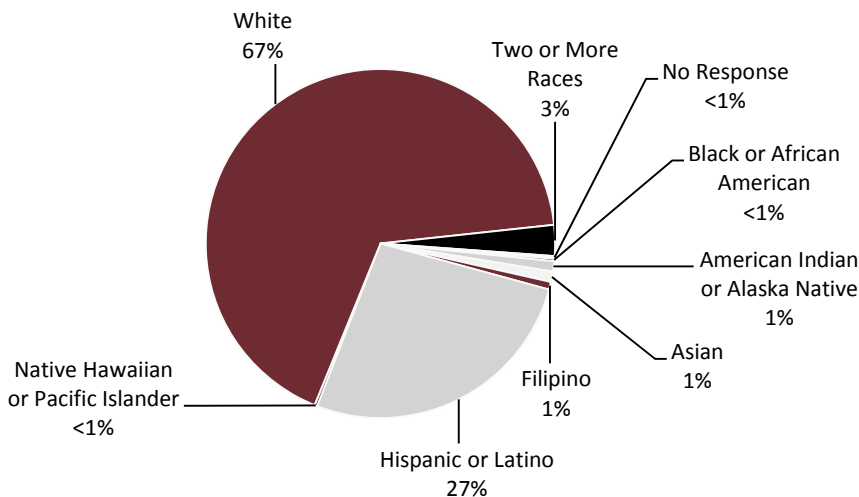
This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/26/2010
Date of the Most Recent Completion of the Inspection Form			10/26/2010

Note: At the time of this school facility inspection, no deficiencies were found.

Enrollment and Demographics

The total enrollment at the school was 420 students for the 2009-10 school year.



School Facilities

The Meadowlark School was built and opened in 1998. The school houses 19 classes of K-5 students. A multi-purpose cafeteria/auditorium provides space for eating, assemblies, and special events.

Meadowlark School is a newer facility and, therefore, has numerous safety features including safety glass, sprinkler systems, fire doors, a central communication system, and battery backup for phones during power outages.

All bathrooms and eating areas are cleaned on a daily basis. Classrooms are vacuumed weekly. Students are taught to take pride in their school: to pick up their own trash, and to keep their own classroom space clean and organized. When graffiti appears, staff and volunteers immediately remove it.

The library and stage areas must currently be used as instructional spaces.

Two playgrounds—one for kindergarten students and one for grade 1-5 students—have play equipment appropriate for the age levels served. These include tetherball, four-square, and basketball courts, as well as swings, climbing equipment, monkey bars, sandbox, and playing fields. Equipment is inspected and well maintained.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$281,514 for the Deferred Maintenance Program. This represents 2.11% of the District's general fund budget.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Meadowlark School			Acton-Agua Dulce USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	57%	60%	60%	48%	52%	55%	46%	50%	52%
Mathematics	59%	67%	62%	37%	37%	37%	43%	46%	48%
Science	62%	71%	77%	56%	49%	52%	46%	50%	54%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	55%	37%	52%
All Students at the School	60%	62%	77%
Male	53%	61%	70%
Female	67%	63%	81%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	52%	51%	73%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	64%	67%	79%
Two or More Races	59%	65%	❖
Socioeconomically Disadvantaged	45%	48%	57%
English Learners	36%	44%	❖
Students with Disabilities	35%	35%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

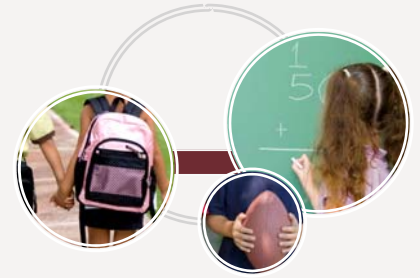
API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	7	7	7
Similar Schools API Rank	1	3	4

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	25	12	-8
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	18	48	-33
Native Hawaiian or Pacific Islander	■	■	■
White	32	0	4
Two or More Races	■	■	■
Socioeconomically Disadvantaged	51	19	-30
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Meadowlark School	Acton-Agua Dulce USD	California
All Students	823	758	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	778	712	715
Native Hawaiian or Pacific Islander	■	■	753
White	839	769	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	754	698	712
English Learners	■	669	692
Students with Disabilities	■	599	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Meadowlark School	Acton-Agua Dulce USD
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

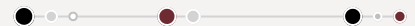
API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



School Safety

The AADUSD Safety Plan was updated in 2004. The Meadowlark School Safety Plan is updated with revised employee assignments and safety maps each fall. The Safety Plan procedures are reviewed with the faculty and staff each fall. During the school year, several emergency drills are held to ensure that students and staff understand and can quickly follow all emergency procedures. Fire drills, disaster drills, and lockdown drills are all practiced and evaluated each school year. A process for accounting for all students and employees is practiced during each drill. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2010.



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Meadowlark School		Acton-Agua Dulce USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	Yes	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.25
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.50
Other	0.00

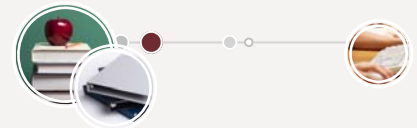
✧ Not applicable.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



Teacher Qualifications

Teacher Credential Information				
	Acton-Agua Dulce USD	Meadowlark School		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	79	22	21	21
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Meadowlark School		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	2	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Meadowlark School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Professional Development

Each year, the District provides three "Buy Back Days" for districtwide staff development activities. Professional development in recent years has been provided in the areas of:

- Special Education requirements and instructional strategies
- Strategies for meeting the needs of English learners
- Strengthening students' written language skills
- Safe schools/first aid, CPR training
- Effective communication with parents, colleagues, students
- Using data analysis to strengthen instruction

School Improvement funds and Title II Part A federal funds are used to bring in outside staff development consultants and to send teachers out to conferences to improve areas of identified need. Teachers and administrators help select and evaluate professional development activities based on school and District improvement needs. Faculty meeting time and grade level/department meetings are also used throughout the school year for collegial data analysis, improvement activities, instructional planning, and sharing instructional strategies.

For the 2007-08 school year, we dedicated three days for professional development. In 2008-09, there were three days, and in 2009-10, there were zero days dedicated for professional development.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Acton-Agua Dulce USD	Similar Sized District
Beginning Teacher Salary	◇	\$38,970
Mid-Range Teacher Salary	◇	\$59,776
Highest Teacher Salary	◇	\$78,072
Average Principal Salary (Elementary School)	◇	\$94,605
Average Principal Salary (Middle School)	◇	\$98,480
Average Principal Salary (High School)	◇	\$106,266
Superintendent Salary	◇	\$144,721
Teacher Salaries — Percent of Budget	41.1%	38.8%
Administrative Salaries — Percent of Budget	6.3%	6.0%

◇ Information not available.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Meadowlark School
Total Expenditures Per Pupil	\$4,580
Expenditures Per Pupil From Restricted Sources	\$415
Expenditures Per Pupil From Unrestricted Sources	\$4,164
Annual Average Teacher Salary	\$66,703

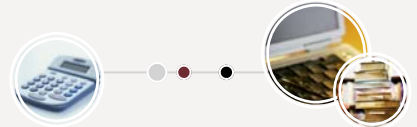
Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Meadowlark School	\$4,164	\$66,703
Acton-Agua Dulce USD	\$1,803	\$64,981
California	\$5,681	\$61,706
School and District — Percent Difference	+56.7%	+2.6%
School and California — Percent Difference	-36.4%	+7.5%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

The District provides a number of supplemental programs and services to meet the diverse needs of all students. These include:

- Special education services including speech/language, resource program, special day class, adaptive physical education, and other services for identified students with special needs
- English Language Development for English Learners
- Title I reading and writing intensive instruction for identified students in grades 1–5
- Class Size Reduction in grades 1 and 2
- Gifted and Talented Program—accelerated, challenging, diversified, and enriching instructional activities for identified students and potentially gifted students
- Carl D. Perkins—Vocational/Technology
- Tobacco Use Prevention Education (TUPE)
- Safe and Drug Free Schools

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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