



Meadowlark School

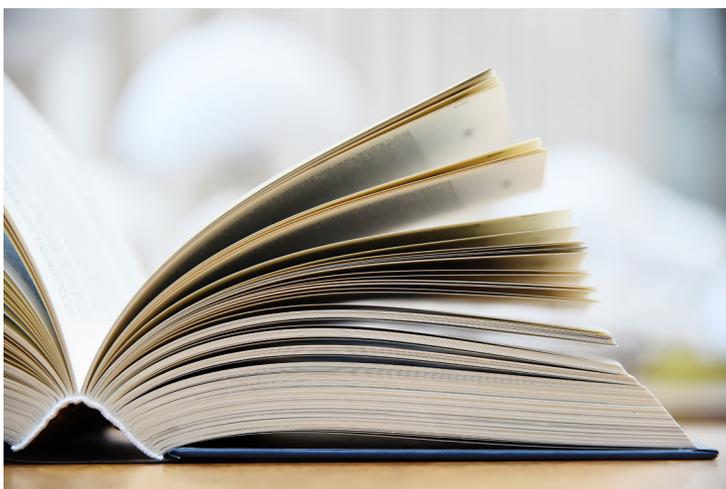
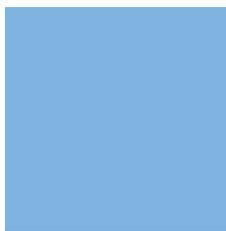
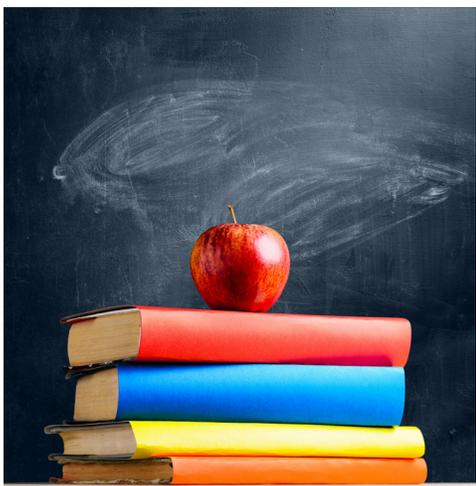
Be Responsible, Be Respectful, and Be Safe!

Grades K-4
CDS Code 19-75309-6115679

Tess Toledo
Principal
ttoledo@aadusd.k12.ca.us

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Acton, CA 935210
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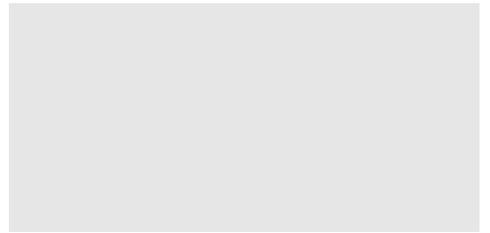
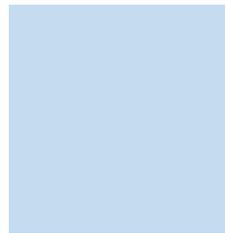
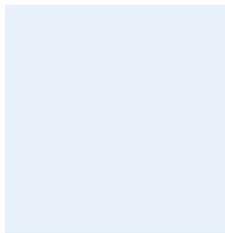
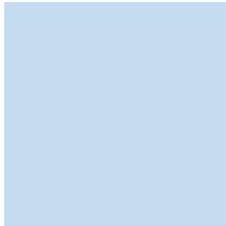
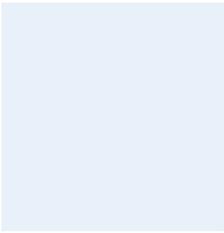
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Acton-Agua Dulce Unified School District

32248 Crown Valley Road Acton, CA 93510 ▪ www.aadusd.k12.ca.us

Mr. Lawrence M. King, Superintendent ▪ lking@aadusd.k12.ca.us ▪ (661) 269-0750





Principal's Message

Meadowlark School is rich in talented and dedicated teachers, administrators, 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. Our students are scholars who are eager to learn, view multiple perspectives, prepared to participate, curious, exercise intellect, save ideas, set goals, ponder big ideas and use multiple resources. Many practices and programs are in place to ensure 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 Jolly Phonics, Reading A-Z, Raz-Kids, Accelerated Reader, DreamBox, Typing Agent, weekly music, art, and theater classes, Outdoor Science School, after-school enrichment classes, provide interest and challenge for every student. In the 2016-17 school year, our district adopted McGraw-Hill My Math as our math curriculum, and for the 2017-18 school year, we were excited to implement Benchmark Advance as our new English language arts program. Goals this year will be exploration of the Next Generation Science Standards (NGSS) for our teachers to start embedding this teaching into our classrooms.

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

- Standardized Testing and Reporting Program (California Assessment of Student Performance and Progress [CAASPP]; current and prior years' scores)
- Classroom observations
- Student benchmark test data in reading, writing and mathematics
- Parent surveys about curriculum, instruction and school climate

The School Site Council (SSC) and Leadership Team identify schoolwide strengths and areas for focused improvement. Then specific improvement goals for the coming school year are targeted and worked on. The goals for the year are found in the Meadowlark School Single School Plan. These plans are available on the district and school websites and may be checked out from the school office by interested parents and community members.

School Mission Statement

Meadowlark School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. The staff is attuned to the students' varied learning needs and to the requirements of a thoughtful and well-articulated curriculum. Ours is a collaborative model (Professional Learning Community [PLC]) in which working together as a team, all teachers tailor, plan and carry out effective content-rich ways to provide all students with learning experiences and challenges from the district curriculum at a level that matches their needs, readiness and potential. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with his or her fellow students and staff. We strive to:

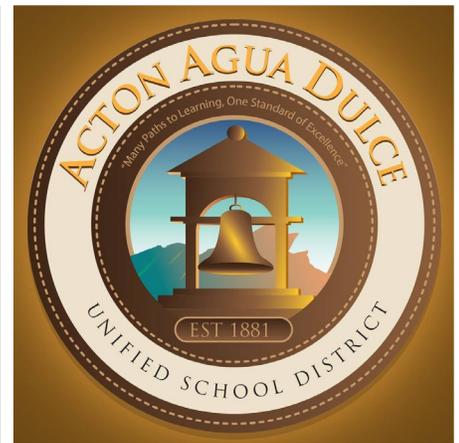
- Have our parents, teachers and community members actively involved on our students' learning
- Be a community of learners in which all members use their minds well and care about one another
- Nurture growth, responsibility and productivity by celebrating our diversity within a schoolwide positive atmosphere and by promoting sportsmanship, school spirit, and pride in ourselves through our daily studies as scholars and our educational accomplishments



"Empowering Today's Learners to Thrive in Tomorrow's World!"

School Safety

The Meadowlark School Safety Plan is updated with revised employee assignments and safety maps each fall. Faculty and staff review the safety plan procedures each spring. During the school year, several emergency drills are held to ensure students and staff members understand and can quickly follow all emergency procedures. Fire drills, disaster drills and lockdown drills are practiced and evaluated each school year. A process for accounting for all students and employees is practiced during each drill. The school safety plan will be reviewed, updated and discussed with the school faculty in February 2020.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

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 who can achieve their highest degree of potential and who will responsibly shape the future.

Board of Trustees

Ken Pfalzgraf, *President*

Kelly Jensen, *Vice President*

Brandon Roque, *Member*

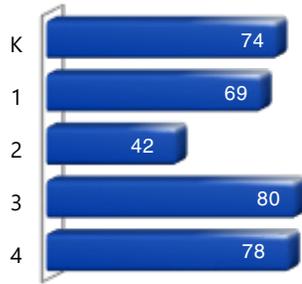
Tim Jorgensen, *Clerk*

Mike Fox, *Member*

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

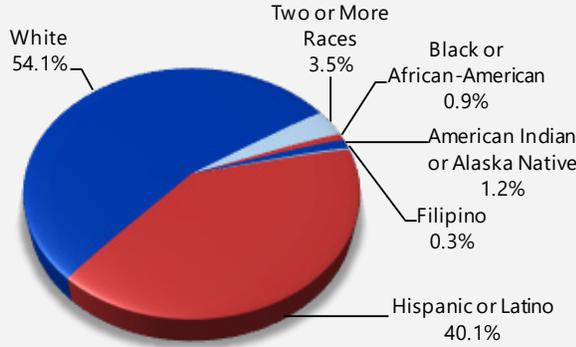


Enrollment by Student Group

The total enrollment at the school was 344 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



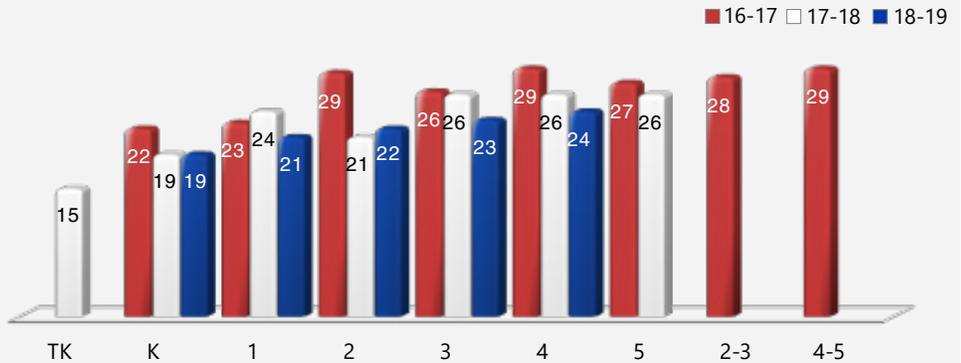
Category	Percentage
Socioeconomically disadvantaged	56.10%
English learners	16.00%
Students with disabilities	15.10%
Foster youth	2.00%
Homeless	0.90%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Meadowlark School			
	16-17	17-18	18-19
Suspension rates	0.2%	0.4%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
AADUSD			
	16-17	17-18	18-19
Suspension rates	0.4%	2.9%	2.3%
Expulsion rates	0.1%	0.2%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK				1					
K		2		1	2		3		
1		3			3		1	2	
2		2			2			3	
3		3			3			2	
4		2			3			3	
5		3			3				
2-3		1							
4-5		1							



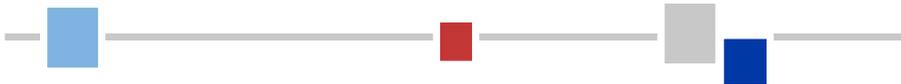
Parental Involvement

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

- Volunteers assist daily within classrooms
- Parent-Teacher Organization (PTO) 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 Site Council meets to work toward specific school improvements
- The Acton Women’s Club and local businesses provide funds for special materials and activities
- English Language Advisory Committee (ELAC)

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 with the school, contact Zoe Southworth, PTO president, at (661) 269-8140.



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	Meadowlark School		AADUSD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Meadowlark School		AADUSD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	50%	39%	42%	41%	50%	51%
Mathematics	40%	35%	25%	20%	38%	40%

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-4.

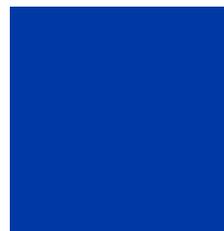
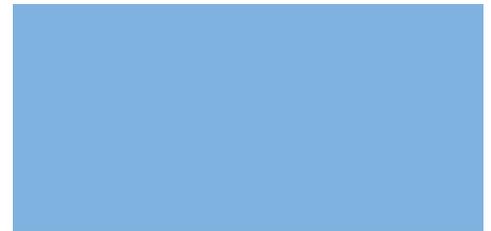
The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-4)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	160	155	96.88%	3.12%	38.96%
Male	77	76	98.70%	1.30%	40.79%
Female	83	79	95.18%	4.82%	37.18%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	63	62	98.41%	1.59%	26.23%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	89	87	97.75%	2.25%	49.43%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	98	95	96.94%	3.06%	27.66%
English learners	31	29	93.55%	6.45%	17.24%
Students with disabilities	40	38	95.00%	5.00%	13.16%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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

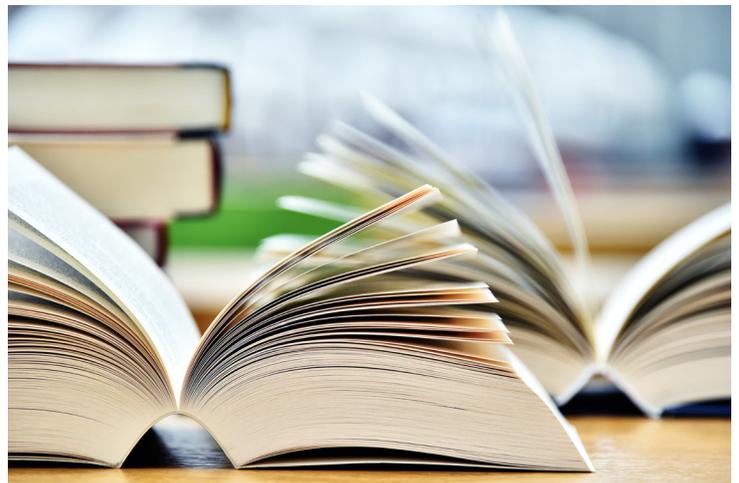
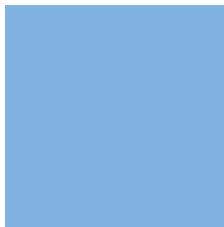
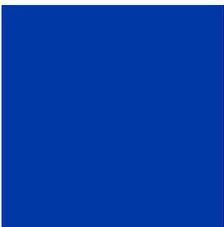




CAASPP Results by Student Group: Mathematics (grades 3-4)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	160	155	96.88%	3.12%	35.06%
Male	77	76	98.70%	1.30%	38.16%
Female	83	79	95.18%	4.82%	32.05%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	63	62	98.41%	1.59%	24.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	89	87	97.75%	2.25%	40.70%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	98	95	96.94%	3.06%	27.66%
English learners	31	29	93.55%	6.45%	17.86%
Students with disabilities	40	38	95.00%	5.00%	10.81%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/12/2019

Textbooks and Instructional Materials

High-quality textbooks and Common Core State Standards (CCSS) bridge materials are available for every student in each subject area to use in class and to take home. New language arts curriculum went into place in the 2017-18 school year. Benchmark Advance was the selected program and is in place in classrooms. Our next focus will be to look at materials for science when they are made available by the state.

New math textbooks were adopted in the summer of 2016 and implemented in the fall of 2016. An eight month-long process through a textbook committee and board adoption took place. New social studies textbooks were adopted during spring 2006 and implemented in the fall of 2006. New science textbooks were adopted in the fall of 2007.

When a new textbook series is selected, a committee made up of teachers, parents and the principal carefully review state-adopted textbook programs over an eight-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.

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. Silver Burdett Making Music is the adopted music instructional materials program. All students have access to these materials during music class. Acton Schools Music Organization supports the music program and provides funding for the music instructor.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	Benchmark Advance	2017
Handwriting	Zaner-Bloser	2000
History/social science	Houghton Mifflin	2006
Mathematics	My Math, McGraw-Hill	2016
Phonetic Awareness	Jolly Phonics	2015
Science	Harcourt Brace	2007
Science	Scott Foresman	2007
Visual Arts	Adventures in Art, Davis Publications	2002

Availability of Textbooks and Instructional Materials

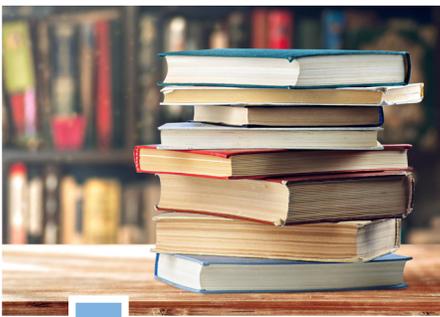
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Meadowlark School	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	✧	
Health	✧	

✧ Not applicable.

Public 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 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.





School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	12/10/2019	
Date of the most recent completion of the inspection form	12/10/2019	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
External	Roof repairs due to the recent snow. Roof repaired.	December 2019

Public 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 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.

School Facilities

The Meadowlark School was built and opened in 1998. The school houses 14 classes of K-4 students, one K-4 special day class and a classroom for our intervention teacher. A special day class preschool and Transitional Kindergarten (TK) class is currently housed at Acton School. A multipurpose cafeteria/auditorium provides space for eating, assemblies and special events.

Meadowlark School is a newer facility and has numerous safety features including safety glass, sprinkler systems, fire doors, a central communication system and battery backup for phones during power outages. Students are kept safe several ways while on school property.

School Facilities

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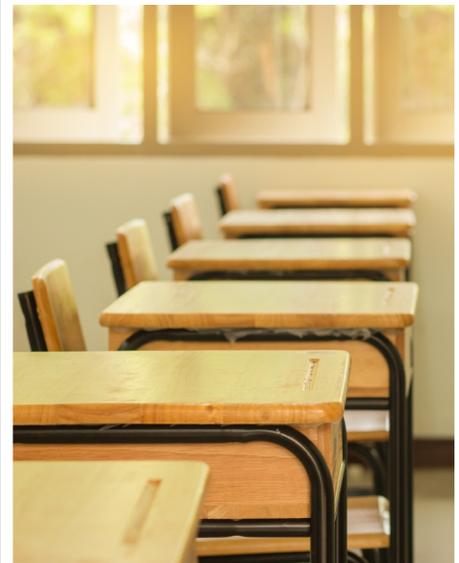
First, all doors are kept locked except the front entrance, which is constantly monitored by staff and a security camera. Next, both custodial, maintenance and staff are in constant alert to strangers or unusual situations. Most staff participated in Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) training and are CPR/First Aide certified.

Currently, one custodian works from noon to night. There is also one maintenance staff person who works from morning to afternoon. All bathrooms and eating areas are cleaned on a daily basis. Classrooms are vacuumed weekly.

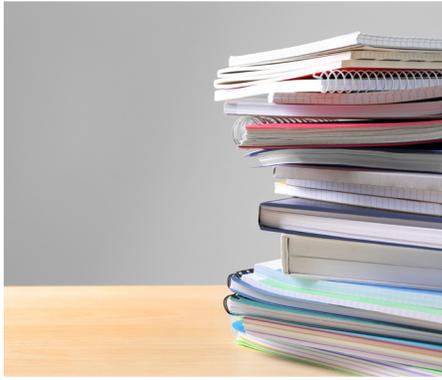
Students are taught to take pride in their school by picking up their own trash and keeping their own classroom space clean and organized. When graffiti appears, staff and volunteers immediately remove it. Both custodial and maintenance staff ensure the campus is clean and all systems are working to create a safe and operational environment for work and learning.

We have a library with computers that students and parents use as needed. Our library is staffed with a part-time librarian.

Two playgrounds—one for kindergarten students and one for grades 1-4 students—have play equipment appropriate for the age levels served. These include tetherball, four square, handball and basketball courts, as well as swings, climbing equipment, monkey bars, a sandbox and playing fields. Equipment is inspected regularly and well maintained.



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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).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	0.50:344
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	AADUSD	Meadowlark School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	56	22	25	25
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	10	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Meadowlark School		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Each year, the district provides "buyback days" for districtwide staff-development activities. In recent years, professional development has been provided in the following areas.

- Special-education requirements and instructional strategies
- Strategies for meeting the needs of English learners
- Strengthening students' written language skills
- Effective communication with parents, colleagues and students
- Using data analysis to strengthen instruction

School Improvement funds and Title II, Part A federal funds are used to bring in 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.

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	3	3	4



Financial Data

The financial data displayed in this SARC is from the 2017-18 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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.

Salary Data	2017-18 Fiscal Year	
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$43,574
Midrange teacher salary	◇	\$63,243
Highest teacher salary	◇	\$86,896
Average elementary school principal salary	◇	\$103,506
Average middle school principal salary	◇	\$108,961
Average high school principal salary	◇	\$108,954
Superintendent salary	◇	\$136,125
Teacher salaries: percentage of budget	29%	30%
Administrative salaries: percentage of budget	7%	6%



Financial Data Comparison

This 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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Meadowlark School	\$6,126	\$72,173
AADUSD	\$11,236	\$72,776
California	\$7,507	\$64,732
School and district: percentage difference	-45.5%	-0.8%
School and California: percentage difference	-18.4%	+11.5%

Types of Services Funded

The district provides a number of supplemental programs and services to meet the diverse needs of all students:

- Special-education services including speech and language, a 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
- Safe and Drug-Free Schools and Communities: State Grants

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$6,427
Expenditures per pupil from restricted sources	\$301
Expenditures per pupil from unrestricted sources	\$6,126
Annual average teacher salary	\$72,173

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

