

# Acton-Agua Dulce Unified School District

32248 Crown Valley Road Acton, CA 93510 ▪ [www.aadusd.k12.ca.us](http://www.aadusd.k12.ca.us)

Eric Sahakian, Ed.D., Superintendent ▪ [esahakian@aadusd.k12.ca.us](mailto:esahakian@aadusd.k12.ca.us) ▪ (661) 269-0750



## SARC

2021-22

School Accountability  
Report Card  
Published in 2022-23

## Meadowlark School

Grades K-4  
CDS Code 19-75309-6115679

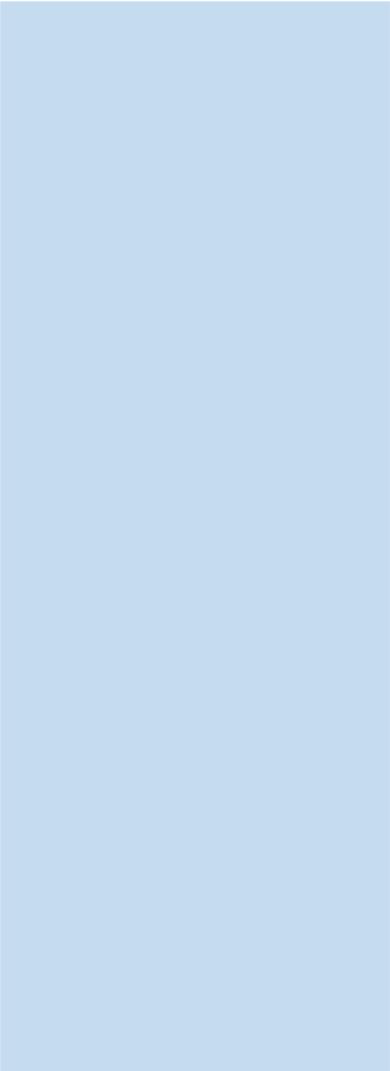
Nicole Moynihan, Principal  
[nmoynihan@aadusd.k12.ca.us](mailto:nmoynihan@aadusd.k12.ca.us)

3015 West Sacramento Street  
Acton, CA 935210  
(661) 269-8140

[www.aadusd.k12.ca.us/Domain/8](http://www.aadusd.k12.ca.us/Domain/8)



*Bee Responsible, Bee Respectful, and Bee Safe!*





## 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, are prepared to participate, be curious, exercise intellect, 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 and 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 an exploration of the Next Generation Science Standards (NGSS) for our teachers to start embedding this teaching into our classrooms. We have added a SOAR reading program for our struggling students and have added elective program Makerspace, an innovative lab for all of our students. We are excited to offer Advancement Via Individual Determination (AVID) and PAPER Online Tutoring to help students succeed throughout their school career.

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. This year we have introduced SOAR, a reading program to help struggling students. Ours is a collaborative model (Professional Learning Community [PLC]) in which working together as a team, all teachers tailor a 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 in 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

## Parental Involvement

Strong parent and community involvement are some 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 to 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 welcome to also volunteer in their child's classroom.

For more information on how to become involved with the school, contact Heather Millioti, PTO president, at (661) 269-8140.



## 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

Tim Jorgensen, *President*

Chad Wadsworth, *Vice President*

Brianna Taksony, *Clerk*

Ken Pfalzgraf, *Member*

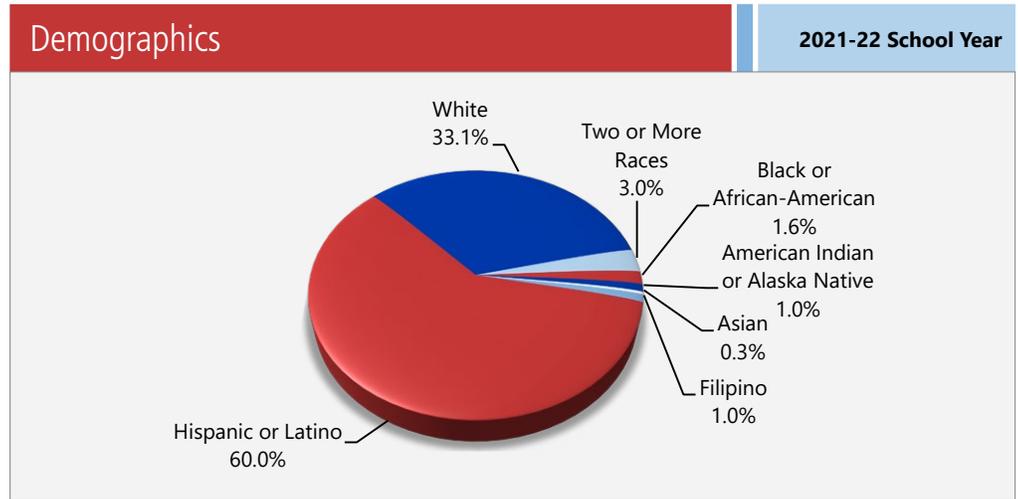
Kelly Jensen, *Member*

## Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	49.20%
Male	50.80%
Non-Binary	0.00%
English learners	17.70%
Foster youth	0.30%
Homeless	1.00%
Migrant	0.00%
Socioeconomically Disadvantaged	60.30%
Students with Disabilities	15.10%

## Enrollment by Student Group

The total enrollment at the school was 305 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

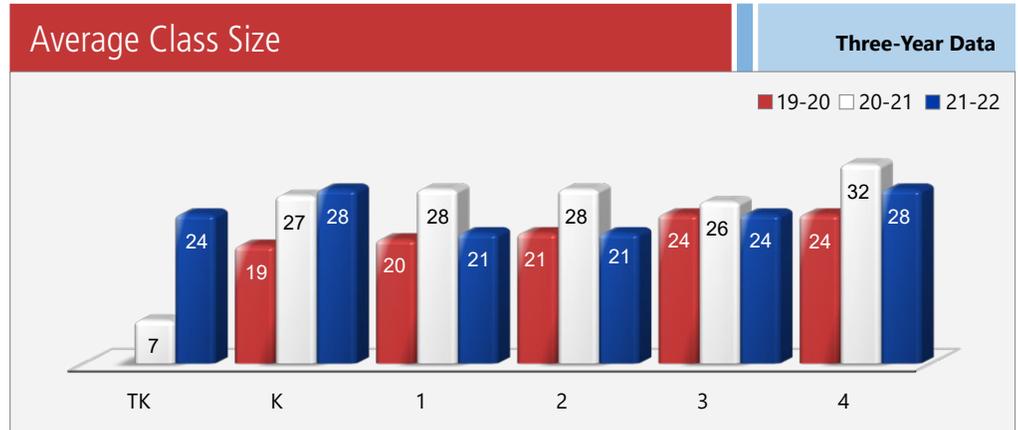


## Class Size Distribution

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.

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.



### Number of Classrooms by Size

Grade	Three-Year Data								
	2019-20			2020-21			2021-22		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK				1				1	
K	3				2			2	
1	3				2		1	2	
2	2	1			2		1	2	
3		2			2			3	
4		3			1	1		2	





### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Meadowlark School		AADUSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.0%	0.3%	0.0%	0.4%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Meadowlark School	AADUSD	California
	19-20	19-20	19-20
<b>Suspension rates</b>	0.0%	0.0%	2.5%
<b>Expulsion rates</b>	0.0%	0.0%	0.1%

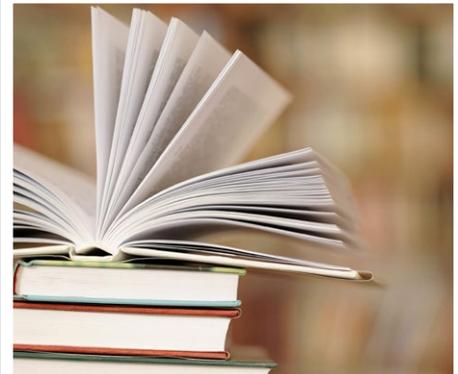
Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.3%	0.0%	
Female	0.0%	0.0%	
Male	0.6%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

### Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	3
2021-22	3
2022-23	3



### Types of Services Funded

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

- Project Lead the Way
- AVID Program
- Paxton Patterson
- AV College Dual Enrollment
- Makerspace Innovative Lab
- LA County Arts Ed Collective
- PAPER Online Tutoring
- Career Connections
- CA Cadet Corps.
- SOAR Reading Program
- Special education services include 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

## Statewide Assessments

**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).



## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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.

## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Meadowlark School		AADUSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	✘	✘	✘*	17.23%	28.50%	29.47%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Meadowlark School		AADUSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	✘*	40%	✘*	40%	✘*	47%
Mathematics	✘*	29%	✘*	21%	✘*	33%

✘ Not applicable. Meadowlark School serves students in grades TK-4. The CAASPP for science is for grades 5, 8 and high school

✘\* This district did not test students using the CAASPP for Science.

✘\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.



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

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	126	119	94.44%	5.56%	40.34%
Female	69	65	94.20%	5.80%	44.62%
Male	57	54	94.74%	5.26%	35.19%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	68	64	94.12%	5.88%	32.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	48	45	93.75%	6.25%	51.11%
English Learners	23	21	91.30%	8.70%	9.52%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	77	72	93.51%	6.49%	37.50%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	19	18	94.74%	5.26%	22.22%

❖ Scores are not shown 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.



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

## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

## Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	126	119	94.44%	5.56%	28.57%
<b>Female</b>	69	65	94.20%	5.80%	24.62%
<b>Male</b>	57	54	94.74%	5.26%	33.33%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	68	64	94.12%	5.88%	21.88%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	❖	❖	❖	❖	❖
<b>White</b>	48	45	93.75%	6.25%	37.78%
<b>English Learners</b>	23	21	91.30%	8.70%	9.52%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	77	72	93.51%	6.49%	27.78%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	19	18	94.74%	5.26%	5.56%

❖ Scores are not shown 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.





## 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. A 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 reviews 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.

## Quality of Textbooks

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

### Quality of Textbooks

#### 2022-23 School Year

Criteria	Yes/No
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	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

#### 2022-23 School Year

<b>Data collection date</b>	10/27/2022
-----------------------------	------------



## Textbooks and Instructional Materials List

### 2022-23 School Year

Subject	Textbook	Adopted
<b>Reading/language arts</b>	Benchmark Advance	2017
<b>Handwriting</b>	Zaner-Bloser	2000
<b>Phonetic Awareness</b>	Jolly Phonics	2015
<b>Mathematics</b>	<i>My Math</i> , McGraw-Hill	2016
<b>Science</b>	Harcourt Brace	2007
<b>Science</b>	Scott Foresman	2007
<b>History/social science</b>	Houghton Mifflin	2006
<b>Visual Arts</b>	<i>Adventures in Art</i> , 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

#### 2022-23 School Year

Meadowlark School	Percentage Lacking
<b>Reading/language arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History/social science</b>	0%
<b>Visual and performing arts</b>	0%
<b>Foreign language</b>	◇
<b>Health</b>	◇

◇ Not applicable.

## 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 was last reviewed, updated, and discussed with the school faculty in March 2023.

## 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.

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 on constant alert to strangers or unusual situations. Most staff participated in Alert, Lockdown, Inform, Counter and Evacuate (ALICE) training and are CPR/First Aid certified.

Currently, one custodian works from noon to evening. 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 and one for grades 1-4—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.

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

School Facility Good Repair Status		2022-23 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	2/17/2023	

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
<b>All Students</b>	349	341	167	49.00%	
<b>Female</b>	173	167	72	43.10%	
<b>Male</b>	176	174	95	54.60%	
<b>American Indian or Alaska Native</b>	4	4	1	25.00%	
<b>Asian</b>	1	1	0	0.00%	
<b>Black or African American</b>	6	6	2	33.30%	
<b>Filipino</b>	3	3	3	100.00%	
<b>Hispanic or Latino</b>	205	199	102	51.30%	
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.00%	
<b>Two or More Races</b>	9	9	5	55.60%	
<b>White</b>	121	119	54	45.40%	
<b>English Learners</b>	69	67	36	53.70%	
<b>Foster Youth</b>	4	3	3	100.00%	
<b>Homeless</b>	3	3	1	33.30%	
<b>Socioeconomically Disadvantaged</b>	216	211	109	51.70%	
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.00%	
<b>Students with Disabilities</b>	58	57	33	57.90%	





### Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.9	94.3%	237.1	43.7%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	9.2	1.7%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.9	5.7%	18.6	3.4%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	268.9	49.6%	12,115.8	4.4%
<b>Unknown</b>	0.0	0.0%	8.5	1.6%	18,854.3	6.9%
<b>Total Teaching Positions</b>	15.8	100.0%	542.6	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	**	**	**	**	**	**
<b>Intern Credential Holders Properly Assigned</b>	**	**	**	**	**	**
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	**	**	**	**	**	**
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	**	**	**	**	**	**
<b>Unknown</b>	**	**	**	**	**	**
<b>Total Teaching Positions</b>	**	**	**	**	**	**

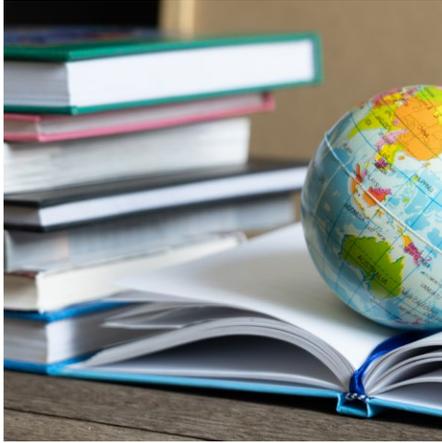
\*\* Data not available from the state at this time.

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf201.asp>.

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





## 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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.333
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.000
Psychologist	0.333
Social worker	0.000
Nurse	0.333
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	1.000
◇ Not applicable.	

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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	**
Misassignments	0.9	**
Vacant Positions	0.0	**
<b>Total Teachers Without Credentials and Misassignments</b>	0.9	**

\*\* Data not available from the state at this time.

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	**
Local Assignment Options	0.0	**
<b>Total Out-of-Field Teachers</b>	0.0	**

\*\* Data not available from the state at this time.

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.6%	**
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	**

\*\* Data not available from the state at this time.

## 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 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

## Financial Data

The financial data displayed in this SARC is from the 2020-21 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](http://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](http://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](http://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	2020-21 Fiscal Year	
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$46,419
Midrange teacher salary	◇	\$69,902
Highest teacher salary	◇	\$97,912
Average elementary school principal salary	◇	\$111,731
Average middle school principal salary	◇	\$122,012
Average high school principal salary	◇	\$122,212
Superintendent salary	◇	\$150,971
Teacher salaries: percentage of budget	27%	29%
Administrative salaries: percentage of budget	8%	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	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Meadowlark School	\$6,232	\$69,681
AADUSD	\$12,144	\$74,275
California	\$6,594	\$73,001
School and district: percentage difference	-48.7%	-6.2%
School and California: percentage difference	-5.5%	-4.5%

◇ Data is not available at this time.

## 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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$6,359
Expenditures per pupil from restricted sources	\$127
Expenditures per pupil from unrestricted sources	\$6,232
Annual average teacher salary	\$69,681

## 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.



## 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.

