

Acton-Agua Dulce Unified School District

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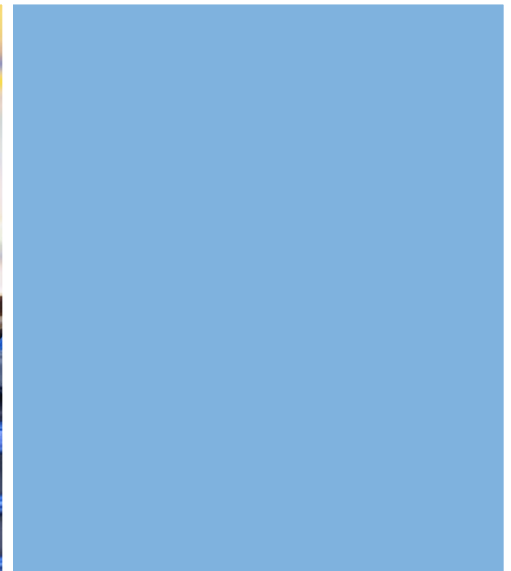
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SARC

2022-23

School Accountability
Report Card

Published in 2023-24



Meadowlark School

Grades TK-4

CDS Code 19-75309-6115679

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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:

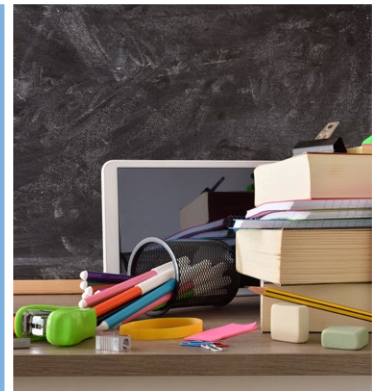
- Standardized Testing and Reporting Program (California Assessment of Student Performance and Progress [CAASPP]; current and prior years' scores)
- Classroom observations
- Student benchmark test data in reading, writing and mathematics
- Parent surveys about curriculum, instruction and school climate

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



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 Mission 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

- Brianna Taksony, President
- Ken Pfalzgraf, Vice President
- Lester Mascon, Clerk
- Tom Costan, Member
- Jorge De Jesus, Member

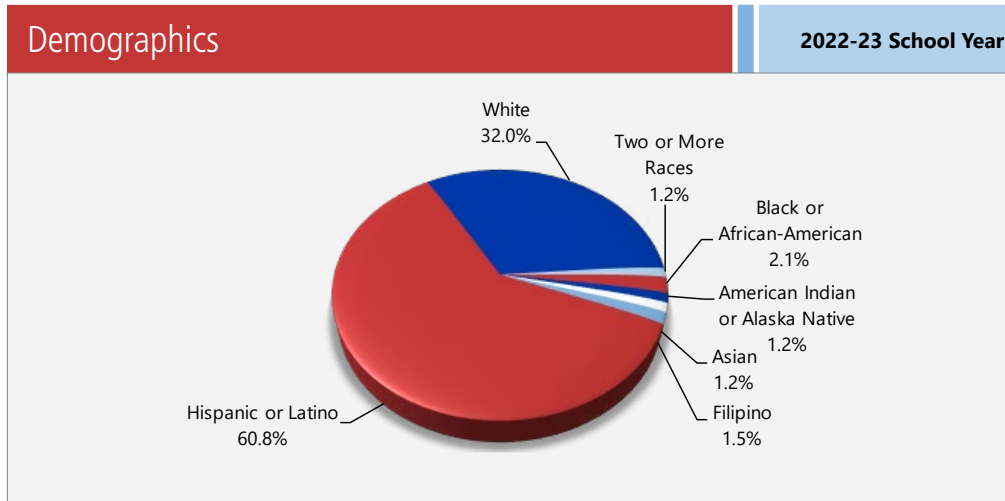


School Motto: Bee Responsible, Bee Respectful, and Bee Safe!



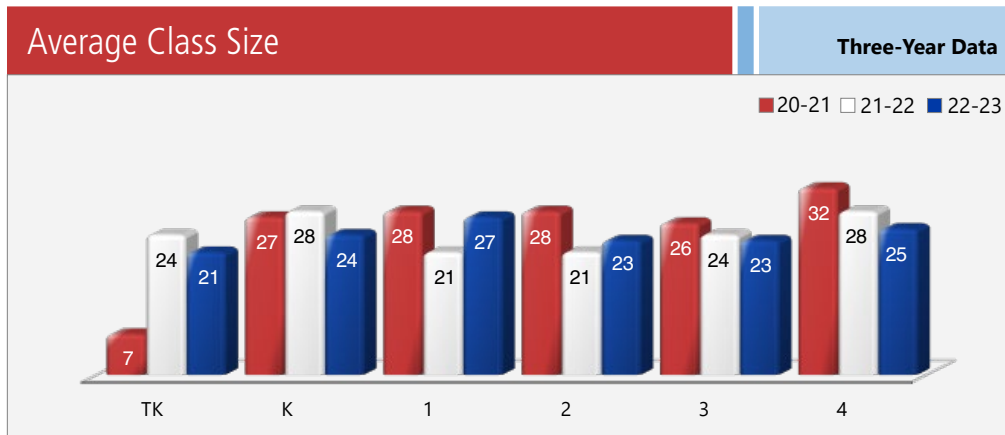
Enrollment by Student Group

The total enrollment at the school was 337 students for the 2022-23 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.



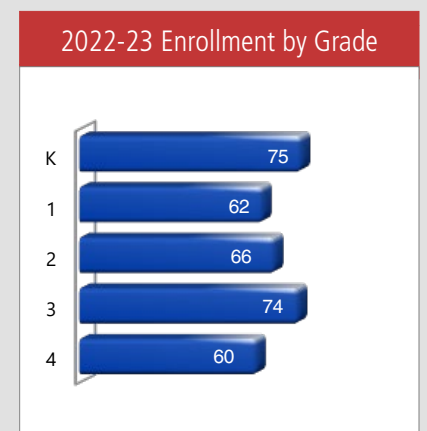
Grade	Number of Students								
	2020-21			2021-22			2022-23		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1				1		1	1	
K		2			2		1	2	
1		2		1	2			2	
2		2		1	2			3	
3		2			3			3	
4		1	1		2			3	

Enrollment by Student Group

Female	44.50%
Male	55.50%
Non-Binary	0.00%
English learners	13.90%
Foster youth	1.80%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	61.40%
Students with Disabilities	14.50%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.





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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Meadowlark School			AADUSD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	0.30%	0.30%	0.00%	0.40%	0.30%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

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

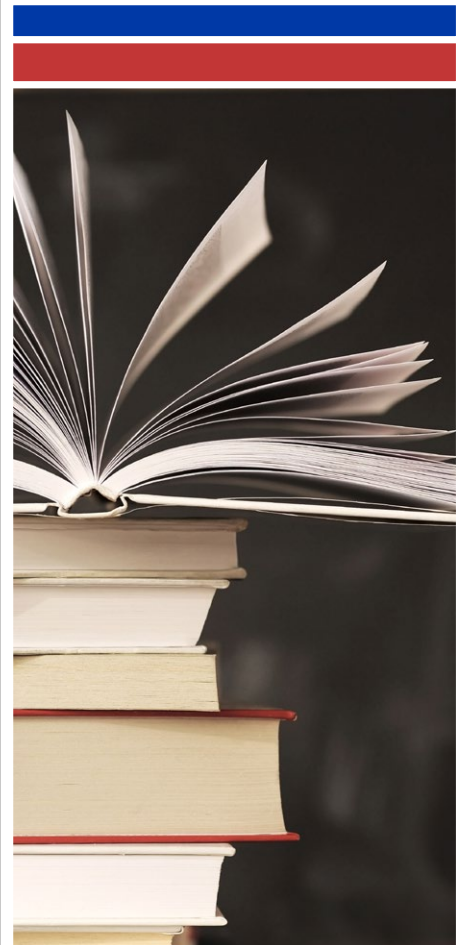
Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.30%	0.00%	
Female	0.60%	0.00%	
Male	0.00%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	0.50%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	0.00%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	0.50%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2021-22	3
2022-23	3
2023-24	4

“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.”





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.



Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2022-23 School Year	
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	366	363	210	57.90%
Female	170	167	91	54.50%
Male	196	196	119	60.70%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	4	4	2	50.00%
Asian	5	5	2	40.00%
Black or African American	7	7	5	71.40%
Filipino	6	6	3	50.00%
Hispanic or Latino	217	216	128	59.30%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	4	4	3	75.00%
White	123	121	67	55.40%
English Learners	53	52	30	57.70%
Foster Youth	6	6	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	224	222	133	59.90%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	64	64	35	54.70%

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
- 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



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.

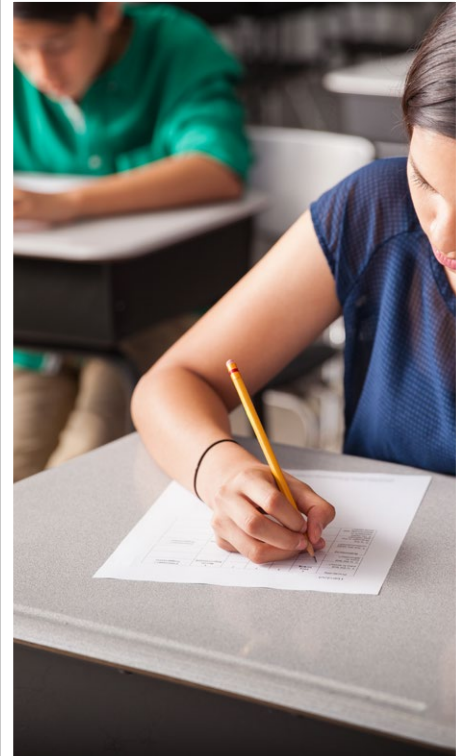


Statewide Assessments

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	×	×	17.23%	19.47%	29.47%	30.29%

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	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	40%	28%	40%	39%	47%	46%
Mathematics	29%	32%	21%	21%	33%	34%

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.

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



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

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	129	127	98.45%	1.55%	27.56%
Female	61	60	98.36%	1.64%	33.33%
Male	68	67	98.53%	1.47%	22.39%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	78	78	100.00%	0.00%	20.51%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	40	39	97.50%	2.50%	41.03%
English Learners	21	21	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	81	80	98.77%	1.23%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

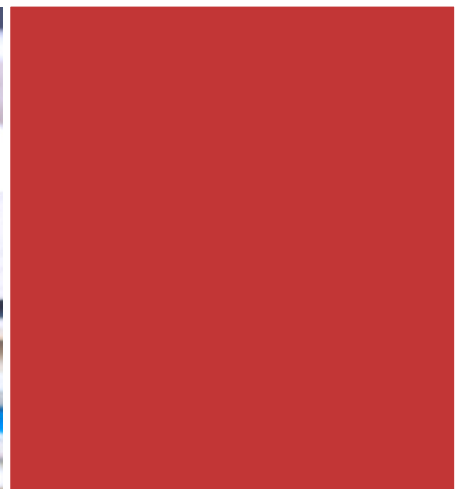




CAASPP Test Results by Student Group: Mathematics (grades 3-4)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	129	127	98.45%	1.55%	31.50%
Female	61	60	98.36%	1.64%	25.00%
Male	68	67	98.53%	1.47%	37.31%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	78	78	100.00%	0.00%	25.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	40	39	97.50%	2.50%	41.03%
English Learners	21	21	100.00%	0.00%	9.52%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	81	80	98.77%	1.23%	23.75%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

Textbooks and Instructional Materials List		2023-24 School Year
Subject	Textbook	Adopted
Reading/language arts	Benchmark Advance	2017
Handwriting	Zaner-Bloser	2000
Phonetic Awareness	Jolly Phonics	2015
Mathematics	<i>My Math</i> , McGraw-Hill	2016
Science	Amplify Science	2022
History/social science	Teachers' Curriculum Institute (TCI) Social Studies	2023
Visual Arts	<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	
2023-24 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇

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	
2023-24 School Year	
Data collection date	10/12/2023

Quality of Textbooks

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

Quality of Textbooks		2023-24 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	



◇ Not applicable.



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		2023-24 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 FIT report	12/1/2023	

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 February 2024.

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.

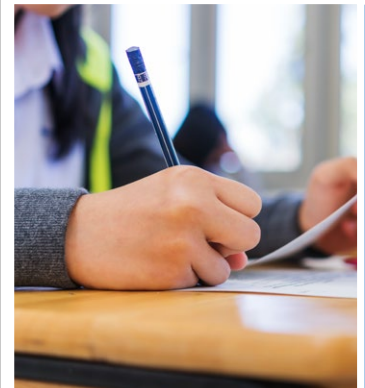
First, all doors are kept locked except the front entrance, which is constantly monitored by staff and a security camera. Next, both custodial, maintenance, and staff are on constant alert to strangers or unusual situations. Most staff participated in Alert, Lockdown, Inform, Counter and Evacuate (ALICE)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



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.



“The climate for learning is demanding but also supportive and encouraging.”



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display 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/>.

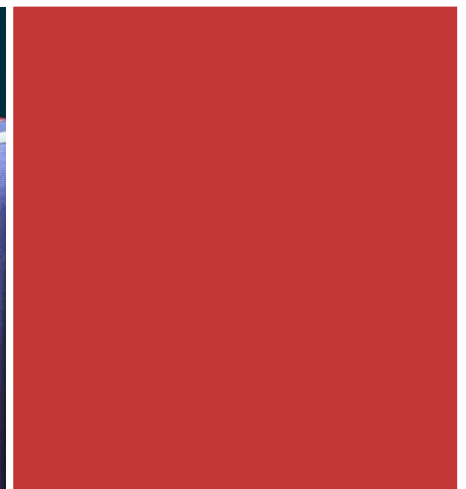
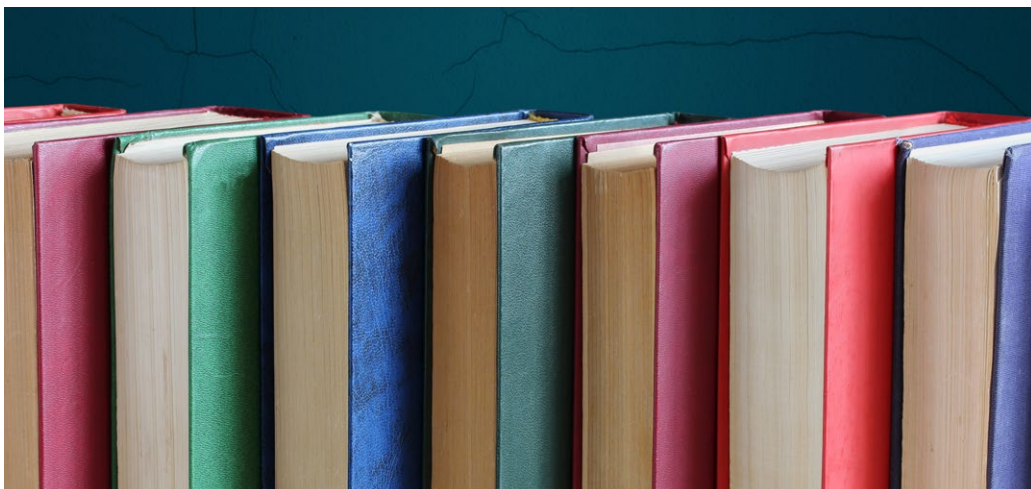
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.9	94.3%	237.1	43.7%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	9.2	1.7%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	5.7%	18.6	3.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	268.9	49.6%	12,115.8	4.4%
Unknown	0.0	0.0%	8.5	1.6%	18,854.3	6.9%
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.5	79.30%	271.4	43.4%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.00%	5.0	0.8%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	20.70%	19.7	3.2%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.00%	318.6	50.9%	11,953.1	4.3%
Unknown	0.0	0.00%	10.9	1.7%	15,831.9	5.7%
Total Teaching Positions	14.5	100.00%	625.8	100.0%	279,044.8	100.0%

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/calpadsupdfdash201.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>.





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	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	0.0
Misassignments	0.9	3.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.9	3.0



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	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

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	
2022-23 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)	1.000
Psychologist	1.000
Social worker	1.500
Nurse	0.333
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	1.000
✦ Not applicable.	

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	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.6%	15.3%
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%	0.0%

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 2021-22 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	2021-22 Fiscal Year	
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$47,615
Midrange teacher salary	◇	\$75,580
Highest teacher salary	◇	\$100,485
Average elementary school principal salary	◇	\$114,066
Average middle school principal salary	◇	\$123,621
Average high school principal salary	◇	\$125,385
Superintendent salary	◇	\$157,977
Teacher salaries: percentage of budget	24.14%	27.82%
Administrative salaries: percentage of budget	6.35%	5.78%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Meadowlark School	\$5,846	\$75,145
AADUSD	\$12,090	\$75,914
California	\$7,607	\$77,993
School and district: percentage difference	-51.6%	-1.0%
School and California: percentage difference	-23.2%	-3.7%

◇ Information 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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$5,880
Expenditures per pupil from restricted sources	\$34
Expenditures per pupil from unrestricted sources	\$5,846
Annual average teacher salary	\$75,145



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.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of January 2024.