

Meadowlark School

Grades K-4
CDS Code 19-75309-6115679

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Acton-Agua Dulce Unified School District

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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, 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.

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 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

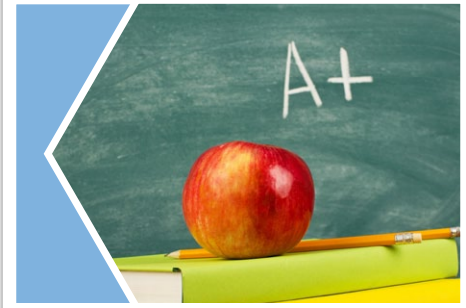
Parental Involvement

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 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 Veronica Honicky, 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.



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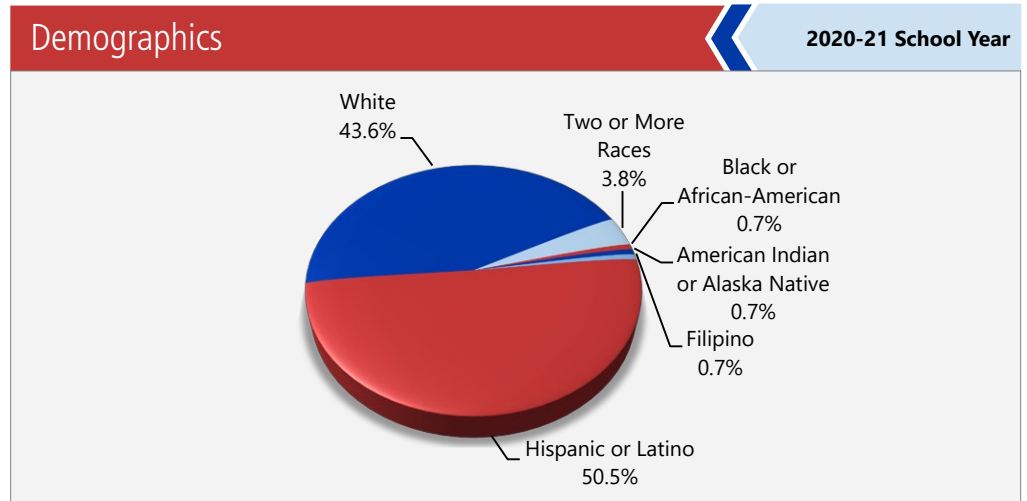
Michael Fox, *Member*

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	52.30%
Male	47.70%
Non-Binary	0.00%
English learners	18.10%
Foster youth	1.40%
Homeless	1.40%
Migrant	0.00%
Socioeconomically Disadvantaged	59.60%
Students with Disabilities	13.90%

Enrollment by Student Group

The total enrollment at the school was 287 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

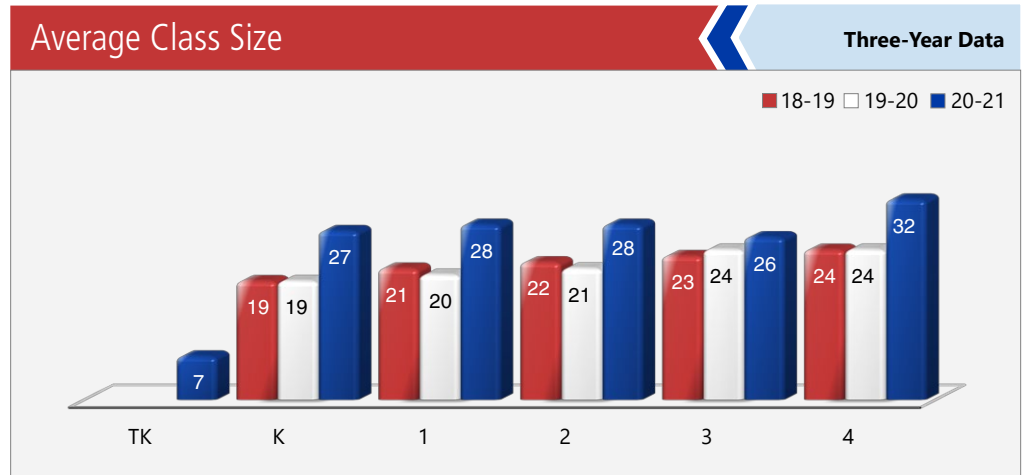
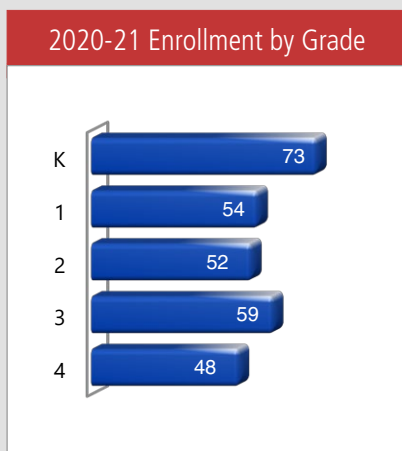


Class Size Distribution

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 2020-21 school year.



Grade	Number of Classrooms by Size								
	2018-19			2019-20			2020-21		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK							1		
K	3			3				2	
1	1	2		3				2	
2		3		2	1			2	
3		2			2			2	
4		3			3			1	1



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	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	0.3%	0.0%	0.4%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

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	
Suspension rates	0.0%	0.3%	2.5%	
Expulsion rates	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		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.00%	0.00%	
Female	0.00%	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	0.00%	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	0.00%	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

2019-20	4
2020-21	3
2021-22	3

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 2022.

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 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:

- 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 ten, eleven, or twelve).

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	✖	■	**	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

✖ 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.

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

Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	297	115	38.72%	61.28%	45.23%
Female	159	60	37.74%	62.26%	48.33%
Male	138	55	39.86%	60.14%	41.82%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	148	60	40.54%	59.46%	4.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	123	47	38.21%	61.79%	51.06%
English Learners		24			
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	19				

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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

Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	297	109	36.70%	63.30%	52.29%
Female	159	55	34.59%	65.41%	56.36%
Male	138	54	39.13%	60.87%	46.30%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	148	57	38.51%	61.49%	50.88%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	123	40	32.52%	67.48%	65.00%
English Learners		22			
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	19				

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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

2021-22 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	Harcourt Brace	2007
Science	Scott Foresman	2007
History/social science	Houghton Mifflin	2006
Visual Arts	<i>Adventures in Art</i> , Davis Publications	2002

Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

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

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 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.

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

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

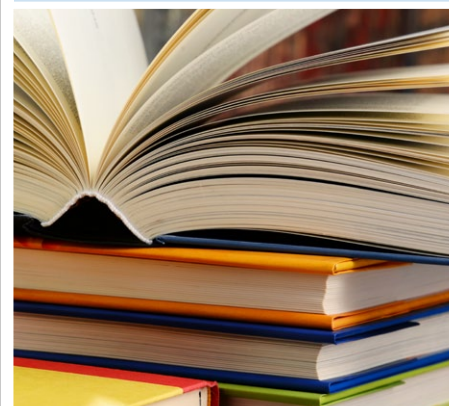
Currency of Textbooks

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

2021-22 School Year

Data collection date	9/9/2021
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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		2021-22 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	11/30/2021	

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2020-21 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	312	305	57	18.70%	
Female	165	161	26	16.10%	
Male	147	144	31	21.50%	
American Indian or Alaska Native	2	2	0	0.00%	
Asian	0	0	0	0.00%	
Black or African American	2	2	0	0.00%	
Filipino	2	2	1	50.00%	
Hispanic or Latino	163	157	41	26.10%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	11	11	1	9.10%	
White	132	131	14	10.70%	
English Learners	68	68	18	26.50%	
Foster Youth	5	5	1	20.00%	
Homeless	4	4	0	0.00%	
Socioeconomically Disadvantaged	186	180	43	23.90%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	53	52	13	25.00%	



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. 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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

This table displays the percent of authorization/assignment 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/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Meadowlark School	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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/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>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



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	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	324:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00

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.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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

2020-21 School Year

Indicator	Meadowlark School
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

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

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

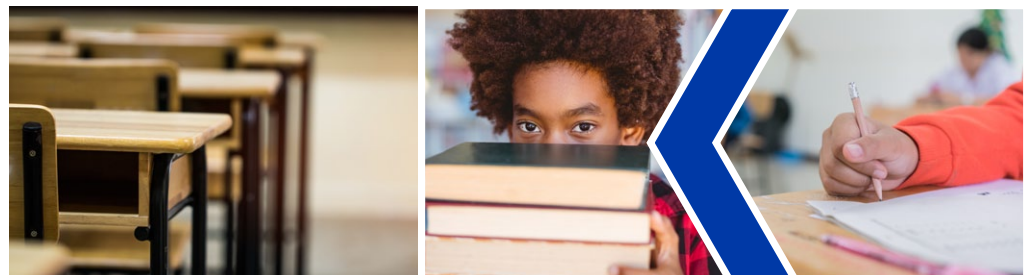
Class Assignments

2020-21 School Year

Indicator	Meadowlark School
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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 2019-20 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		2019-20 Fiscal Year
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$45,813
Midrange teacher salary	◇	\$70,720
Highest teacher salary	◇	\$93,973
Average elementary school principal salary	◇	\$111,613
Average middle school principal salary	◇	\$119,477
Average high school principal salary	◇	\$120,270
Superintendent salary	◇	\$150,704
Teacher salaries: percentage of budget	27%	29%
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		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Meadowlark School	\$4,853	\$64,562
AADUSD	\$11,780	\$75,946
California	\$8,444	\$71,544
School and district: percentage difference	-58.8%	-15.0%
School and California: percentage difference	-42.5%	-9.8%

◇ Data 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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$4,914
Expenditures per pupil from restricted sources	\$61
Expenditures per pupil from unrestricted sources	\$4,853
Annual average teacher salary	\$64,562

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.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	474	NT	NT	NT	NT
Female	237	NT	NT	NT	NT
Male	237	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	16	NT	NT	NT	NT
White	213	NT	NT	NT	NT
English Learners	106	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	295	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	107	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	474	NT	NT	NT	NT
Female	237	NT	NT	NT	NT
Male	237	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	16	NT	NT	NT	NT
White	213	NT	NT	NT	NT
English Learners	106	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	295	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	107	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8 and 11)
Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	925	438	47.35%	52.65%	41.78%
Female	457	220	48.14%	51.86%	41.82%
Male	468	218	46.58%	53.42%	41.74%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	439	215	48.97%	51.02%	34.42%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	23	--	--	--	--
White	419	192	45.82%	54.18%	51.56%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	--	--	--	--	--
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	47	8	17.02%	82.98%	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)
Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	925	395	42.70%	57.29%	54.68%
Female	457	200	43.76%	56.23%	51.50%
Male	468	193	41.24%	58.76%	58.03%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	439	197	44.87%	55.13%	49.24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	23	--	--	--	--
White	419	174	41.53%	58.47%	61.49%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	--	--	--	--	--
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	47	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

