Meadows Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

• For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

Contact Information (School Year 2018-19)

<table>
<thead>
<tr>
<th>School Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name</strong></td>
</tr>
<tr>
<td><strong>Street</strong></td>
</tr>
<tr>
<td><strong>City, State, Zip</strong></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
</tr>
<tr>
<td><strong>Principal</strong></td>
</tr>
<tr>
<td><strong>E-mail Address</strong></td>
</tr>
<tr>
<td><strong>Web Site</strong></td>
</tr>
<tr>
<td><strong>CDS Code</strong></td>
</tr>
</tbody>
</table>
District Contact Information

<table>
<thead>
<tr>
<th>District Name</th>
<th>Meadows Union Elementary School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>7603527512</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mario A Garcia</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:mario.garcia@meadowsunion.org">mario.garcia@meadowsunion.org</a></td>
</tr>
<tr>
<td>Web Site</td>
<td><a href="http://www.meadowsunion.org">www.meadowsunion.org</a></td>
</tr>
</tbody>
</table>

School Description and Mission Statement (School Year 2018-19)

Meadows Union School is a K-8 rural school located in Imperial County adjacent to the US-Mexico border. Meadows Union is a single school district with an enrollment of approximately 500 students, an enrollment figure that represents an increase over recent years. Meadows Celebrates its status as a rural TK-8 school. It has an exemplary school environment that fosters a sense of belonging among staff, students, and parents.

The goal of Meadows Union School is for all students to be proficient in reading, writing, and mathematics while developing 21st century skills in collaboration, critical thinking, communication, and creativity. Some of the work toward obtaining those goals includes: support for English Learner students in language development and reading comprehension, providing technology-based applications to meet individual student learning needs, providing professional support for improved instruction in the classroom through ongoing professional development. Meadows Union School monitors the progress of students and programs through review of annual state test results and local ongoing reading and mathematics assessments at each grade level. Meadows Union is Title I Schoolwide program and is also a Provision 2 National Lunch Program, which provides breakfast, lunch and supper for students at no cost to the families. Student meals are prepared from scratch each day, made with local produce and fresh ingredients in the school’s kitchen. Meadows Union provides opportunities for students to continue with academic and enrichment programs after school through the ASES grant. Students may choose from a wide variety of enrichment programs such as art, dance, cheer, music, and athletics. The school participates in the local athletic league for after school sports as well.

Student Enrollment by Grade Level (School Year 2017-18)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>60</td>
</tr>
<tr>
<td>Grade 1</td>
<td>41</td>
</tr>
<tr>
<td>Grade 2</td>
<td>59</td>
</tr>
<tr>
<td>Grade 3</td>
<td>55</td>
</tr>
<tr>
<td>Grade 4</td>
<td>50</td>
</tr>
<tr>
<td>Grade 5</td>
<td>57</td>
</tr>
<tr>
<td>Grade 6</td>
<td>59</td>
</tr>
<tr>
<td>Grade 7</td>
<td>66</td>
</tr>
<tr>
<td>Grade 8</td>
<td>56</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>503</td>
</tr>
</tbody>
</table>
## Student Enrollment by Group (School Year 2017-18)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>0.8</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.2</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>82.7</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.2</td>
</tr>
<tr>
<td>White</td>
<td>15.1</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>74.0</td>
</tr>
<tr>
<td>English Learners</td>
<td>46.7</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10.5</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.0</td>
</tr>
</tbody>
</table>

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School 2016-17</th>
<th>School 2017-18</th>
<th>School 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>21</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence (with full credential)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments *</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

#### Year and month in which data were collected: 10/2017

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Instructional Materials/ Year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent of Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>As per Ed Code 60119, at a board meeting a public hearing on sufficient of textbook and/or instructional; materials was held to approve of a resolution for the 2017-2018 determining sufficient</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
### Subject

#### Textbooks and Instructional Materials/

**Year of Adoption**

- Mathematics: As per Ed Code 60119, at a board meeting a public hearing on sufficient of textbook and/or instructional; materials was held to approve of a resolution for the 2017-2018 determining sufficient of instructional materials (McGraw-Hill, My Math, 2014, Grades K-5) (Big Ideas Learning, Big Ideas Math, 2014, Grades 6-8)
- Science: As per Ed Code 60119, at a board meeting a public hearing on sufficient of textbook and/or instructional; materials was held to approve of a resolution for the 2017-2018 determining sufficient of instructional materials (Harcourt School Publishers, California Science, 2008, Grades K-6) (McDougal Littell, McDougal Littell California Middle School Science Series, 2007, Grades 6-8)
- History-Social Science: As per Ed Code 60119, at a board meeting a public hearing on sufficient of textbook and/or instructional; materials was held to approve of a resolution for the 2017-2018 determining sufficient of instructional materials (MacMillan/McGraw-Hill, California Vistas, 2007, Grades K-6) (Glencoe/McGraw-Hill, Glencoe Discovering Our Past, 2006, Grades 6-8)

#### Percent of Students Lacking Own Assigned Copy

- Mathematics: Yes, 0.0%
- Science: Yes, 0.0%
- History-Social Science: Yes, 0.0%

### School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

#### School Facility Good Repair Status (Most Recent Year)

**Year and month of the most recent FIT report:** 08/30/2018

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems:</strong> Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>Good</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Interior:</strong> Interior Surfaces</td>
<td>Fair</td>
<td>88.46% Holes along restroom window in the main office (Repaired). Tile on floor is cracking north to south in the cafeteria (Replaced). Tear wallpaper by door in room 18 (Replaced).</td>
</tr>
<tr>
<td><strong>Cleanliness:</strong> Overall Cleanliness, Pest/Vermin Infestation</td>
<td>Good</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Electrical:</strong> Electrical</td>
<td>Good</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Restrooms/Fountains:</strong> Restrooms, Sinks/Fountains</td>
<td>Good</td>
<td>96.16% Leak at flush valve in restroom in the kitchen (Replaced)</td>
</tr>
<tr>
<td><strong>Safety:</strong> Fire Safety, Hazardous Materials</td>
<td>Good</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 08/30/2018

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structural: Structural Damage, Roofs</strong></td>
<td>Good</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</strong></td>
<td>Good</td>
<td>98.28% Replaced two swing seats (Replaced)</td>
</tr>
</tbody>
</table>

Overall Facility Rating (Most Recent Year)
Year and month of the most recent FIT report: 08/30/2018

| Overall Rating | Good |

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School 2016-17</td>
</tr>
<tr>
<td>English Language Arts/Literacy (grades 3-8 and 11)</td>
<td>33.0</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
<td>27.0</td>
</tr>
</tbody>
</table>

Note: Percentages are not calculated 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>344</td>
<td>332</td>
<td>96.51</td>
<td>36.45</td>
</tr>
<tr>
<td>Male</td>
<td>151</td>
<td>143</td>
<td>94.70</td>
<td>25.87</td>
</tr>
<tr>
<td>Female</td>
<td>193</td>
<td>189</td>
<td>97.93</td>
<td>44.44</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
### Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>281</td>
<td>275</td>
<td>97.86</td>
<td>33.45</td>
</tr>
<tr>
<td>White</td>
<td>51</td>
<td>48</td>
<td>94.12</td>
<td>56.25</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>235</td>
<td>228</td>
<td>97.02</td>
<td>31.14</td>
</tr>
<tr>
<td>English Learners</td>
<td>205</td>
<td>197</td>
<td>96.10</td>
<td>25.89</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>39</td>
<td>38</td>
<td>97.44</td>
<td>2.63</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>36</td>
<td>36</td>
<td>100.00</td>
<td>33.33</td>
</tr>
</tbody>
</table>

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2017-18)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>344</td>
<td>340</td>
<td>98.84</td>
<td>30.29</td>
</tr>
<tr>
<td>Male</td>
<td>151</td>
<td>148</td>
<td>98.01</td>
<td>27.03</td>
</tr>
<tr>
<td>Female</td>
<td>193</td>
<td>192</td>
<td>99.48</td>
<td>32.81</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>281</td>
<td>280</td>
<td>99.64</td>
<td>26.07</td>
</tr>
<tr>
<td>White</td>
<td>51</td>
<td>48</td>
<td>94.12</td>
<td>56.25</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>235</td>
<td>233</td>
<td>99.15</td>
<td>24.89</td>
</tr>
<tr>
<td>English Learners</td>
<td>205</td>
<td>205</td>
<td>100</td>
<td>21.95</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>39</td>
<td>38</td>
<td>97.44</td>
<td>2.63</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>36</td>
<td>36</td>
<td>100</td>
<td>22.22</td>
</tr>
</tbody>
</table>

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.
CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Students Meeting or Exceeding the State Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
</tr>
<tr>
<td>Science (grades 5, 8, and 10)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents interested in being involved in school activities should monitor http://www.meadowsunion.org for upcoming activities. As well, parents should contact Superintendent Mario A. Garcia at (760) 352-7512 ext. 1050 or Principal Keila Rodriguez at (760) 352-7512 ext. 1051.

The school district benefits from extensive support from parents and community members. Meadows union School is proud of its many opportunities for parents to volunteer their time. These opportunities include schoolwide events such as Fall Festival, Book Fair, Fabulous Fridays Parent Organization, After School Programs, (ASES) and sporting events. Furthermore, parents are encourage to volunteer.

Parents also serve on committees such as School Site Council, The Migrant Parent Advisory Council, The English Language Advisory Council (ELAC), and the LCAP Parent Advisory Committee. Meadows offers parents educational classes through Migrant Educational and Fabulous Friday Parent Organization meetings. Meadows Union School also maintains strong ties to the community and receives support and donations from local business and organizations including the Sheriffs Drug Education Program, Imperial County Office of Education, Imperial Valley Regional Occupation Program (IVROP), and Families First Commission.

State Priority: Pupil Engagement
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>10.7</td>
<td>9.7</td>
<td>9.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>82.3</td>
<td>83.8</td>
<td>82.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>3.4</td>
<td>2.7</td>
<td>2.1</td>
<td>3.4</td>
<td>2.7</td>
<td>2.1</td>
<td>3.7</td>
<td>3.7</td>
<td>3.5</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
</tbody>
</table>

School Safety Plan (School Year 2018-19)

The school disaster preparedness plan includes steps for ensuring student and staff during a disaster. Fire drills are conducted on a monthly basis and include Earthquake and Intruder Drills. A Comprehensive School Safety Plan was developed by the District in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the School Safety Plan include Child Abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe entering to, and exiting from, school; dress code, and discipline policies. Meadows Union School’s Site School Safety Plan is revised each fall by a committee consisting of the Principal, a parent, a teacher, and the head of school Maintenance. Date school Safety plan last review: 12/18/2018.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Avg. Class Size</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Classes</td>
<td>Avg. Class Size</td>
<td>Number of Classes</td>
<td>Avg. Class Size</td>
</tr>
<tr>
<td>K</td>
<td>20</td>
<td>1</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
<td>2</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>2</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>2</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>23</td>
<td>2</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>29</td>
<td>2</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>22</td>
<td>2</td>
<td>31</td>
<td>2</td>
</tr>
</tbody>
</table>

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.**
Academic Counselors and Other Support Staff (School Year 2017-18)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>1</td>
<td>495</td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0.1</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Worker</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.1</td>
<td>N/A</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

<table>
<thead>
<tr>
<th>Level</th>
<th>Total</th>
<th>Supplemental/Restricted</th>
<th>Basic/Unrestricted</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>11631</td>
<td>2041</td>
<td>9589</td>
<td>84419</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>11631</td>
<td></td>
</tr>
<tr>
<td>Percent Difference: School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$7,125</td>
<td>$63,218</td>
</tr>
<tr>
<td>Percent Difference: School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Meadows Union School provides services to all students enrolled in the areas of academic, behavior and social emotional. We provide support to English Learner students in the area of language development. Additionally, our Migrant Program offers tutoring during and after school. Meadows has a full time counselor that provides one on one, small groups, and in class support for students in different areas including academic and social emotional. Meadows offers the expanded learning program ASES which includes music, arts, and academic support.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average for Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td></td>
<td>$44,375</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td></td>
<td>$65,926</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td></td>
<td>$82,489</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td></td>
<td>$106,997</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td></td>
<td>$109,478</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td></td>
<td>$121,894</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>33.0</td>
<td>32.0</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>6.0</td>
<td>7.0</td>
</tr>
</tbody>
</table>

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at [http://www.cde.ca.gov/ds/td/cs/](http://www.cde.ca.gov/ds/td/cs/).
Advanced Placement (AP) Courses (School Year 2017-18)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Science</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>All courses</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

As a result of stakeholder engagement in the Local Control Action Plan (LCAP) annual update, the district identified a need to increase student achievement of English learners in language arts and mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) interim and summative assessments and English Language Proficiency Assessment (ELPAC) as the primary focus for professional development. Additionally, as a district part of the Multi-tiered Systems of Support MTSS grant, we have identified areas to target based on a needs assessment in the areas of behavior, academic and social emotional.

The following actions and services regarding professional development are listed in Meadows Union most recently approved LCAP.

The district will maintain and utilized the coach position of a certificated teacher as a resource for teachers in the implementation of state standards, lesson planning, lesson delivering, data analysis and assessments. Additionally, the coach provides direct instructional services to students acquiring English.

The district will provide professional development on state standards in English language arts, with an emphasis on effective implementation of learning strategies to increase student engagement in written and spoken communication.

The district will create a leadership team to build capacity on MTSS and provide support schoolwide in the areas of need based on the needs assessment completed by the whole staff.

Teachers will continue with ongoing training in common core state standards in mathematics. An emphasis of the training will be on student collaboration, mathematical practices, student engagement, and effective teaching methodologies for English learners.

Teachers will begin a series of professional development sessions on the Next Generation Science Standards (NGSS) and effective implementation of these standards in combination with the ELD standards to support EL students.