

# Meadow Homes Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Meadow Homes Elementary School
<b>Street</b>	1371 Detroit Avenue
<b>City, State, Zip</b>	Concord, CA 94520
<b>Phone Number</b>	(925) 686-8760
<b>Principal</b>	Kathryn Fireman
<b>Email Address</b>	firemank@mdusd.org
<b>Website</b>	meadowhomes.mdusd.org
<b>County-District-School (CDS) Code</b>	07-61754-6004154

Entity	Contact Information
<b>District Name</b>	Mt. Diablo Unified School District
<b>Phone Number</b>	(925) 682-8000
<b>Superintendent</b>	Dr. Robert Martinez
<b>Email Address</b>	martinezr@mdusd.org
<b>Website</b>	www.mdusd.org

### School Description and Mission Statement (School Year 2019-20)

Meadow Homes is a school located in the Monument neighborhood of Concord. We are proud to be the largest Dual Language School in Mt. Diablo Unified School District. We serve approximately 850 students, the majority of whom are English Learners.

The Mission of Meadow Homes Elementary is to provide the culturally and linguistically diverse families in our neighborhood access to quality public education for their children -- an education that prepares, inspires and motivates our students to reach their full potential.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	141
<b>Grade 1</b>	123
<b>Grade 2</b>	125
<b>Grade 3</b>	128
<b>Grade 4</b>	163
<b>Grade 5</b>	145
<b>Total Enrollment</b>	825

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
<b>Black or African American</b>	1.1
<b>Asian</b>	4.5
<b>Filipino</b>	1.9
<b>Hispanic or Latino</b>	81.1
<b>Native Hawaiian or Pacific Islander</b>	0.6
<b>White</b>	1.8
<b>Two or More Races</b>	0.2
<b>Socioeconomically Disadvantaged</b>	92.6
<b>English Learners</b>	66.3
<b>Students with Disabilities</b>	7.9
<b>Foster Youth</b>	0.2
<b>Homeless</b>	0.6

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	40	39	35	1599
Without Full Credential	0	0	1	69
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017 McGraw-Hill: Lectura Maravillas 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### 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

**Year and month of the most recent FIT report:** 08/08/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm 2 - HVAC leak;
<b>Interior:</b> Interior Surfaces	Fair	Rm 3 - paper towel holder next to sink needs replacement; Rm 4 ceiling - minor damage; Rm 19 - two ceiling tiles damaged.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Rm 2 - Ballast out; Rm 7 replace one LED; Rm 14 replace one LED; Rm 12 entry switch missing cover plate
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Rm 1 - Faucet leaks; Girls restroom - fix or replace TP holder in center stall; Rm 5 - leaky faucet;
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>	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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	27	51	50	50	50
Mathematics (grades 3-8 and 11)	22	22	39	39	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	453	428	94.48	5.52	26.64
Male	218	203	93.12	6.88	27.59
Female	235	225	95.74	4.26	25.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	19	16	84.21	15.79	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	379	364	96.04	3.96	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	426	405	95.07	4.93	25.93
English Learners	391	369	94.37	5.63	23.31
Students with Disabilities	50	50	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	12	60.00	40.00	0.00

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	453	446	98.45	1.55	21.97
Male	218	214	98.17	1.83	27.57
Female	235	232	98.72	1.28	16.81
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	21.05
Filipino	--	--	--	--	--
Hispanic or Latino	379	375	98.94	1.06	21.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	426	421	98.83	1.17	21.38
English Learners	391	387	98.98	1.02	20.16
Students with Disabilities	50	50	100.00	0.00	4.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	20	18	90.00	10.00	0.00

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.1	6.2	4.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## 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 2019-20)

Organized opportunities for parental involvement include:

- Platicas - a weekly parent "chat" group, which brings in speakers in areas of health, safety, nutrition, academics, child development, kindergarten readiness; provides cultural assemblies and information; supports teachers and classrooms.
- On-site District Community Liaison Information Meetings - bimonthly meetings
- ELAC (English Learner Advisory Committee) - bimonthly meetings
- RFEP Ceremonies - recognition of students who are redesignated as Fluent English proficient (R-FEP).
- School Site Council
- Parent Teacher Association
- Movie Nights and Fundraisers
- Family Nights - reading, math,
- Kindergarten Information Sessions - held in spring, informing parents of kindergarten program choices
- Various Workshops - provide support for positive communication, parenting skills, school involvement and others
- Chaperones - on field trips and volunteers in the classroom.
- Annual School Musical
- Monthly Coffee with the Principal

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 685-8760.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.4	1.5	0.5	3.5	4.1	4.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Key elements included in the plan:

- Child Abuse reporting procedures
- Disaster procedures
- Policies regarding actions that would lead to suspensions, expulsions
- Procedures to notify teachers of dangerous pupils
- Sexual harassment policy
- Staff training on working with GLBTQ students
- Anti-bullying training
- School-wide dress code
- Procedures for safe ingress and egress of pupils
- Rules and procedures on school discipline
- Other safe school strategies and programs
- Work with PTA to provide safety kits in all classrooms

The Meadow Homes School Safety Plan was approved by the School Site Council at a public hearing on 2/10/18.



## 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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	4	3		25	1	5		24	1	5	
1	24		5		24		5		25		5	
2	25		6		26		5		25		5	
3	22	2	5		24		6		26		5	
4	26		5		27		6		33		2	3
5	28		6		27		5		24		6	
Other**												

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	825.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.9
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,316.03	\$2,966.77	\$8,349.26	\$78,046.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	0.2	-0.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	10.6	-5.4

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 2018-19)

Title I Funds provide consultants for teachers to help work with ELL, RFEP, and lowincome students. There is a focus on the Common Core State Standards, balanced literacy, and hands-on learning, including standards-based arts integration. Title I funds also provide money for field trips, materials, a mariachi band teacher, summer school, on-site licensed therapists, student safety programs, improved school and library collections with linguistically and culturally relevant literature, and many other supplies and services.

QEIA Transitional Funds allows smaller class sizes in all grades, intervention teachers, and supplemental reading and mathematics materials. Currently, TK-3 have 24 students and 4-5 have 32 students.

LCFF funds provide both services and materials for the socio-economically disadvantaged students, as well as the English Language Learners and students in the foster care system who attend MeadowHomes. LCFF was used to fund technology, intervention teachers and materials, high-quality professional development, 5th grade science camp, safety & citizenship programs, on-site licensed therapists and regular teacher collaboration time.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,339	\$48,612
Mid-Range Teacher Salary	\$73,641	\$74,676
Highest Teacher Salary	\$98,346	\$99,791
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Based on teacher and parent input, as well as from looking at student data, it was decided this year to focus on conducting Lesson Study centered on integration of the arts and technology with the Common Core standards, unpacking the Common Core Standards, and trauma education for teachers. We are engaged in an initial exploration of the newNGSS science standards as they relate to our hands-on FOSS Science kits. The student day was set up with sheltered time for weekly VAPA instruction given by both classroom teachers and arts specialists. Professional development on Teacher In-service days focused on integrating arts and technology with the Common Core standards, and will later this year focus on research-based arts strategies used for managing trauma based behavior in the classroom. Early Wednesdays are used to support teachers in our school's second year using Visual Thinking Strategies (VTS), as well as providing exploration time of the NGSS science standards. Additionally, each grade level will have met three times during the year to collaborate, unpack standards, and plan for Lesson Study. Teachers are supported in implementing what they have learned in PD by on-site coaches, a Lesson Study teacher on special assignment, and through demonstrations and feedback from consultants. Teacher/administration meetings were also a key part of the feedback and support.

In the prior two years, MeadowHomes had a School Improvement Grant (SIG). During the grant there was a focus on Language arts, writing and mathematics. Prior to the submission of the SIG grant application, teachers and administration came to consensus that they would have professional development focused on balanced literacy, lesson study in mathematics, and in depth data analysis. In order to meet the needs of both students who were non decoders, as well as those requiring reading comprehension, professional development focused on both aspects of literacy. For reading intervention there was a focus on guided reading. The SIG allowed for creative scheduling at MeadowHomes, so that one day a week by grade level, teachers receive two hours of professional development followed by one hour of collaboration time and ninety minutes of prep. On those days students at that grade level received instruction in the different aspects of the "wheel". These included computer lab, library, music, science lab, and one of the visual and performing arts. Teachers were supported in implementing what they learned in PD by on site coaches, the Lesson Study teacher on special assignment, and by demonstrations and feedback from consultants. Teacher/administration meetings were also a key part of the feedback and support.

MeadowHomes continues to provide intervention support in the form of guided reading and continues to plan using a balanced literacy lens.