

Meadow Lane 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
School Name	Meadow Lane Elementary School
Street	2770 Balls Ferry Rd.
City, State, Zip	Anderson, CA 96007
Phone Number	(530) 378-7030
Principal	Rita Mitchell
Email Address	rmitchell@cuesd.com
Website	http://ml.cuesd.com
County-District-School (CDS) Code	45-69914-6050140

Entity	Contact Information
District Name	Cascade Union Elementary School District
Phone Number	(530) 378-7000
Superintendent	Mr. Jason Provence
Email Address	jason.provence@cuesd.com
Website	www.cuesd.com

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

Mission Statement: Inspire * Believe * Achieve

Vision Statement:

Inspire ~

The entire staff at Meadow Lane Elementary School support, include, and serve all students from across our community - creating a culture of excellence; challenging them to be successful, continuous learners, academically, socially and emotionally.

Believe ~

Using student-centered curriculum and engaging instruction, enhanced with cutting-edge technology, we provide positive and safe classrooms that focus on the whole child.

Achieve ~

With students, families, and community as equal partners, we are dedicated to preparing confident, healthy, respectful, and responsible students who can succeed and be productive tomorrow, next year, in high school, and in their post-graduation college and/or work careers.

Meadow Lane Elementary School is a child-centered educational institution. All students receive a rigorous and rich education, incorporating exemplary programs at all grade levels. The academic curriculum encompasses specific skill-based instruction, coupled with problem-solving and higher level thinking skills. Progress is achieved through various means including:

- Using the State-adopted core curricular program, supported by supplemental enrichment options for reading and math instruction
- Reorganizing the instructional day to allow flexible extended blocks of time to reinforce math and reading instruction
- Providing extra support and targeted intervention
- Offering after-school tutoring
- Presenting one-to-one technology for each child either with an iPad or Chromebook
- Providing a student-friendly, state-of-the-art computer lab, linking student standards to curriculum
- Addressing the needs of the whole child through our enrichment and fitness programs
- Maintaining an active external community support system

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

Grade Level	Number of Students
Kindergarten	141
Grade 1	106
Grade 2	69
Grade 3	54
Total Enrollment	370

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	7.3
Asian	4.9
Filipino	1.1
Hispanic or Latino	21.4
White	58.9
Two or More Races	3
Socioeconomically Disadvantaged	84.6
English Learners	6.5
Students with Disabilities	13
Foster Youth	1.9
Homeless	4.9

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	22	16	15	50
Without Full Credential	3	2	3	7
Teaching Outside Subject Area of Competence (with full credential)	0	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: December 16, 2019

Two teachers from each grade level are selected to serve on the county selection committee. The committee has two days to look over all the materials that the county has provided to see which programs these teachers want to pilot. The selection committee makes a recommendation to the superintendent. The superintendent takes the recommendation to the board, and the materials are adopted. The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in June 2018.

The most recent adopted textbooks were chosen based on the state-approved list. The textbook content fits within the curriculum framework adopted by the state.

Meadow Lane Schools adopted curriculum as follows:

Wonder, McGraw-Hill 2012 Reading/Language Arts

Everyday Mathematics, McGraw-Hill 2-15 Mathematics

Studies Weekly, Science 2018

Scott Foresman History-Social Science for California (K-5) 2006 History/Social Science

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonder, McGraw-Hill adopted in 2012. All textbooks and materials are current, in good condition, and available to all students.	Yes	0
Mathematics	Everyday Mathematics, McGraw-Hill, adopted in 2015. All textbooks and materials are current, in good condition, and available to all students.	Yes	0
Science	California Science, Macmillan/McGraw-Hill (K-5)	Yes	0
History-Social Science	Studies Weekly, Social Studies, adopted in 2018. All textbooks and materials are current, in good condition, and available to all students.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Meadow Lane Elementary School was built in 1960. The school is comprised of regular classrooms, classrooms fitted for the needs of our special education students, a PE room, a learning center and a library, a computer lab and a multipurpose room, and a new on-site preschool.

Students cannot learn well when they are worried, anxious, or afraid, so all of our district schools provide a safe, clean learning environment. School buildings and grounds are well-supervised and each campus has a strict registration policy for all visitors. In addition, all sites have procedures in place to handle emergencies such as fires, earthquakes, or intruders on campus. Procedures are practiced regularly so that students become comfortable with them and are prepared for emergencies.

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: 12/16/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 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)		33	33	32	50	50
Mathematics (grades 3-8 and 11)		35	26	25	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	48	48	100.00	0.00	33.33
Male	25	25	100.00	0.00	40.00
Female	23	23	100.00	0.00	26.09
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	32	32	100.00	0.00	40.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	0.00	29.73
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	48	48	100.00	0.00	35.42
Male	25	25	100.00	0.00	40.00
Female	23	23	100.00	0.00	30.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	32	32	100.00	0.00	40.63
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	0.00	32.43
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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			

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. For the reporting year, this school did not have students in grades 5, 7, or 9, thus there is no data to report.

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)

Parent involvement is an important component of our school. We offer an array of programs intended to generate and encourage parental involvement. Parents are welcome to participate in activities such as the School Site Council, Booster Club, Carnival Committee, Family Reading Nights, field trips, classroom volunteering, assemblies, and many other special events throughout the school year. Parents may contribute through volunteering, serving on committees, supervising clubs, and helping with fundraising. Please contact the school office to find out more about these opportunities.

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
Suspensions	4.2	3.6	2.3	8.1	7.4	4.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each school within the Cascade Union Elementary School District has a Comprehensive School Safety Plan that is developed in consultation with the Anderson Police Department, the Shasta County Sheriff's Department, school site council, and School and District administration, and is reviewed on an annual basis. The plan includes procedures for many potential hazards including disaster response, intruder or weapons on campus, accident response, general emergencies, and school evacuation procedures as well as reporting procedures when child abuse is suspected. Staff meets regularly to discuss safety issues and takes proactive steps to prevent school-related safety issues. The Comprehensive School Safety Plan is available for public inspection at all schools throughout the District. The safety plan was last reviewed in November 2019.

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	22	1	6		18	7			18	2	6	
1	18	6			17	6			21	1	4	
2	20	3	3		14	7			22		3	
3									26		2	
Other**					13	1						

*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*	.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)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	1.0
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	\$8,777	\$2,395	\$6,382	\$63,553
District	N/A	N/A	\$9,815	\$64,431.00
Percent Difference - School Site and District	N/A	N/A	-42.4	-5.9

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-22.1	-21.0

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)

The following is a list of Federal- and State-funded programs that are provided to students:

- Title I
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title V (Innovative Programs) Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Alliance for Teacher Excellence (ATE)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- Special Education
- State Preschool
- School Library Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,489	\$45,252
Mid-Range Teacher Salary	\$59,616	\$65,210
Highest Teacher Salary	\$82,122	\$84,472
Average Principal Salary (Elementary)	\$101,439	\$107,614
Average Principal Salary (Middle)	\$104,437	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$133,900	\$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

The Cascade Union Elementary School District annually schedules time for professional development sessions for our teachers. Additional site-based staff development opportunities occur at school sites after school, during evenings, and over summer vacation. Various training opportunities have included topics such as Common Core Standards-Based instruction; iReady for reading and math; reading and literacy instruction; math, science, and social studies curriculum support; assessment information; technology integration; student asset development; nutrition and physical education; brain-based learning; and a framework for understanding and working with at-risk students. Release days are also provided during the school year for teachers to collaborate on the writing benchmarks. The central goal is to provide teachers with opportunities to collaborate with colleagues to focus on research-based techniques in order to improve their practice as educators. New district teachers have opportunities to take part in Alliance for Teacher Excellence (ATE), a program which pairs novice teachers with their veteran counterparts who come alongside them work diligently to expand their proficiencies with lesson design, time management, curriculum best practices, common core standards, and appropriate assessment procedures.