

Meadows 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	Meadows Elementary School
Street	2059 Bowker Rd.
City, State, Zip	El Centro, CA 92243-9724
Phone Number	(760) 352-7512
Principal	Keila Rodriguez
Email Address	krdriguez@musdk8.net
Website	www.meadowsunion.org
County-District-School (CDS) Code	13631986008619

Entity	Contact Information
District Name	Meadows Union Elementary School District
Phone Number	7603527512
Superintendent	Keila Rodriguez
Email Address	krodriguez@musdk8.net
Website	www.meadowsunion.org

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

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 Language 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 is in the beginning stages of implementing a Multi-tiered Systems of Support for all students and address each one through the "whole child" lens to ensure they are well in the academic, behavior, and social emotional stages. 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 2018-19)

Grade Level	Number of Students
Kindergarten	47
Grade 1	52
Grade 2	48
Grade 3	57
Grade 4	52
Grade 5	53
Grade 6	55
Grade 7	63
Grade 8	65
Total Enrollment	492

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Hispanic or Latino	85.2
Native Hawaiian or Pacific Islander	0.4
White	12.8
Two or More Races	0.6
Socioeconomically Disadvantaged	74.4
English Learners	49
Students with Disabilities	11.8
Foster Youth	1
Homeless	2.8

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	21	19	21	22
Without Full Credential	3	5	3	3
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: 09/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 2018-2019 determining sufficient of instructional materials (Benchmark Education Company, 2017, Grades TK-5) (McGraw-Hill School Education, StudySync, 2015, Grades 6-8)	Yes	0.0%
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 2018-2019 determining sufficient of instructional materials (McGraw-Hill, McGraw Hill My Math , 2014, Grades K-5) Big Ideas Learning, Big Ideas Math, 2014, Grades 6-8)	Yes	0.0%
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 2018-2019 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)	Yes	0.0%
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 2018-2019 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)	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 9/3/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100.00%
Interior: Interior Surfaces	Good	100%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	100.00%
Electrical: Electrical	Good	100.00%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	87.10% restrooms in need of deep cleaning. Maintenance worked on the deep cleaning.
Safety: Fire Safety, Hazardous Materials	Good	98.39% Some items on top of cupboards in two classrooms. Some asphalt and cement needs repair.
Structural: Structural Damage, Roofs	Good	98.39% Concrete on walkway needs repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	100%
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)	36	36	36	36	50	50
Mathematics (grades 3-8 and 11)	30	26	30	26	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	341	335	98.24	1.76	35.82
Male	147	144	97.96	2.04	29.17
Female	194	191	98.45	1.55	40.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	290	287	98.97	1.03	32.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	44	41	93.18	6.82	63.41
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	256	251	98.05	1.95	29.48
English Learners	192	191	99.48	0.52	19.90
Students with Disabilities	46	45	97.83	2.17	6.67
Students Receiving Migrant Education Services	44	44	100.00	0.00	34.09
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	17.65

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	341	335	98.24	1.76	25.97
Male	147	144	97.96	2.04	25.69
Female	194	191	98.45	1.55	26.18
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	290	287	98.97	1.03	23.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	44	41	93.18	6.82	43.90
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	256	251	98.05	1.95	20.72
English Learners	192	191	99.48	0.52	19.37
Students with Disabilities	46	45	97.83	2.17	4.44
Students Receiving Migrant Education Services	44	44	100.00	0.00	22.73
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	5.88

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	28.8	26.9	21.2
7	34.4	18.8	9.4

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)

Parents interested in being involved in school activities should monitor <http://www.meadowsunion.org> for upcoming activities. As well, parents should contact Interim Superintendent/ 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: 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	2.6	2.1	2.1	2.6	2.1	2.1	3.6	3.5	3.5
Expulsions	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)

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 : 12/20/19.

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	3			20	1	2		16	3		
1	18	3			21	1	1		26		1	
2	24		2		25	1	2		24		2	
3	24		2		18	1	2		19	3		
4	28		2		25		2		18	1	2	
5	27		2		19	1	2		26		2	
6	31		2		30		2		19	1	2	
Other**									26		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*	492.0

*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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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.

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	12263	2889	9374	84419

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	9374	84419
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	11480	64978
Percent Difference - School Site and State	N/A	N/A	-20.2	26.0

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)

Meadows Union School provides services to all students enrolled in the areas of academic, behavior and social emotional. We provide support to English Lerner 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, behavior, and social emotional. Meadows offers the expanded learning program ASES which includes music, arts, and academic support.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,893	\$45,252
Mid-Range Teacher Salary	\$73,894	\$65,210
Highest Teacher Salary	\$100,896	\$84,472
Average Principal Salary (Elementary)	\$107,306	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$130,778	\$124,686
Percent of Budget for Teacher Salaries	33%	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			9

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.