



Meadowlark School

Cassandra Farley ▪ Principal
cfarley@aadusd.k12.ca.us

3015 West Sacramento Street ▪ Acton, CA 935210
(661) 269-8140 ▪ www.aadusd.k12.ca.us/Domain/8

Grades K-5
CDS Code 19-75309-6115679

SARC

2016-17
School Accountability
Report Card

Published in 2017-18



Acton-Agua Dulce USD

Acton-Agua Dulce Unified School District ▪ 32248 Crown Valley Road ▪ Acton, CA 93510 ▪ www.aadusd.k12.ca.us

Dr. Brent Woodard, Superintendent ▪ bwoodard@aadusd.k12.ca.us ▪ (661) 269-0750



Principal's Message

Meadowlark School is rich in talented and dedicated teachers, administrators, support staff, involved parents and supportive community members who work with energy and focus to provide an engaging, standards-based curriculum to all of the school's students.

The climate for learning is demanding but also supportive and encouraging. Our students are scholars who are eager to learn, view multiple perspectives, are prepared to participate, are curious, exercise intellect, save ideas, set goals, ponder big ideas and use multiple resources. Many practices and programs are in place to ensure students master basic skills such as phonics, vocabulary, writing skills and math computation. In addition, students learn to apply higher-level thinking and problem-solving in science, social studies, literature, oral language, physical education and fine arts. Special programs such as VoWac phonics, Jolly Phonics, Reading A-Z, Raz-Kids, Accelerated Reader, DreamBox, Typing Agent, weekly music, art, and theater classes, Outdoor Science School, after-school enrichment classes, and Big Buddy activities provide interest and challenge for every student. In the 2016-17 school year our district adopted McGraw-Hill My Math as our math curriculum, and for the 2017-18 school year, we have been excited to implement Benchmark Advance as our new English language arts program. Goals this year will be exposure to the Next Generation Science Standards (NGSS) for our teachers to start embedding this teaching into our classrooms.

Teachers at each grade level meet on a regular basis to plan together and share instructional strategies to ensure all students receive the same high-quality instruction. The leadership team, made up of teachers and the Meadowlark School Site Council (made up of elected parents, staff and the principal) evaluate the school's progress each year. Data used in the school's self-evaluation include the following:

- Standardized Testing and Reporting Program (California Assessment of Student Performance and Progress [CAASPP]; current and prior years' scores)
- Classroom observations
- Student benchmark test data in reading, writing and mathematics
- Parent surveys about curriculum, instruction and school climate

The School Site Council (SSC) and Leadership Team identify schoolwide strengths as well as areas for focused improvement. Then specific improvement goals for the coming school year are targeted and worked on. The goals for the year are found in the Meadowlark School Single School Plan. These plans are available on the district and school websites and may be checked out from the school office by interested parents and community members.



Parental Involvement

Strong parent and community involvement is one of the greatest strengths of Meadowlark School. Parents are encouraged to participate in a variety of ways:

- Volunteers assist daily within classrooms
- Parent-Teacher Organization (PTO) supports the school program by raising extensive funds for materials, equipment and fine arts programs
- Acton Schools Music Organization (ASMO) raises funds to support music instruction and performances
- Parent workshops provide information about the academic program
- School Site Council meets to work toward specific school improvements
- The Acton Women's Club and local businesses provide funds for special materials and activities
- English language Advisory Committee (ELAC)

All interested parents are highly encouraged to attend and participate in these activities. All parents are welcomed to also volunteer in their child's classroom.

For more information on how to become involved with the school, contact Suzy Ames, PTO president, at (661) 269-8140.

School Safety

The Acton-Agua Dulce Unified School District (AADUSD) Safety Plan was updated in spring of 2017. The Meadowlark School Safety Plan is updated with revised employee assignments and safety maps each fall. The safety plan procedures are reviewed with the faculty and staff each fall. During the school year, several emergency drills are held to ensure students and staff members understand and can quickly follow all emergency procedures. Fire drills, disaster drills and lockdown drills are all practiced and evaluated each school year. A process for accounting for all students and employees is practiced during each drill. The school safety plan was last reviewed, updated and discussed with the school faculty in September 2017.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Vision Statement

The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals who can achieve their highest degree of potential and who will responsibly shape the future.



"Many Paths to Learning, One Standard of Excellence"

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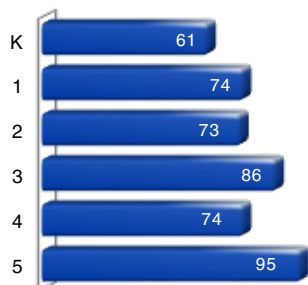
Larry H. Layton, *Member*

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Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted suspensions.

Suspension and Expulsion Rates

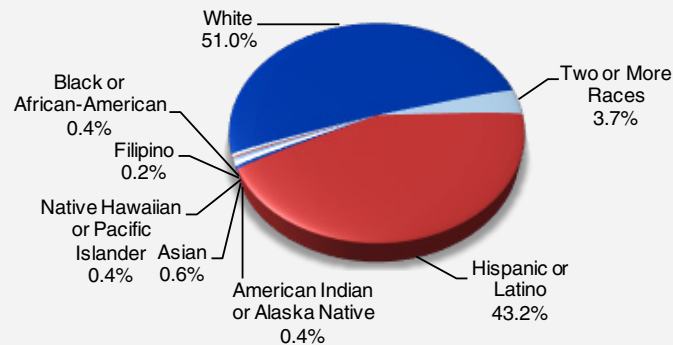
Meadowlark School			
	14-15	15-16	16-17
Suspension rates	1.2%	0.0%	0.2%
Expulsion rates	0.0%	0.0%	0.0%
AADUSD			
	14-15	15-16	16-17
Suspension rates	3.7%	2.1%	0.4%
Expulsion rates	0.0%	0.1%	0.1%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 463 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



Socioeconomically disadvantaged

English learners

Students with disabilities

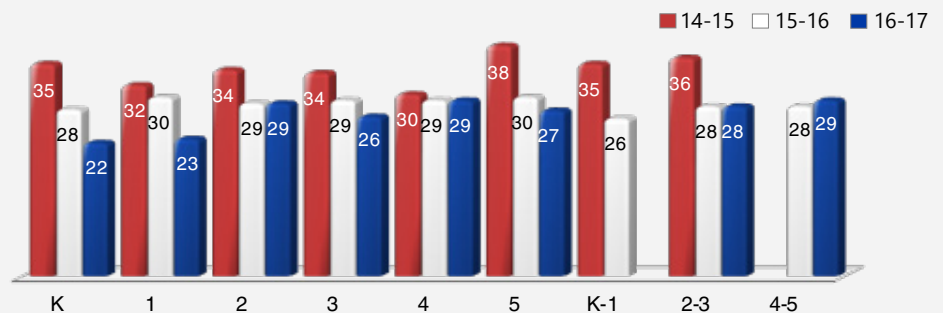
Foster youth

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2014-15			2015-16			2016-17		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K			1		2			2	
1		2			2			3	
2			1		2			2	
3			2		2			3	
4		2			2			2	
5			2		2			3	
K-1 Combination class			1		1				
2-3 Combination class			1		1			1	
4-5 Combination class					1			1	



"The climate for learning is demanding but also supportive and encouraging."

School Mission Statement

Meadowlark School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. The staff is attuned to the students' varied learning needs and to the requirements of a thoughtful and well-articulated curriculum. Ours is a collaborative model (Professional Learning Community [PLC]) in which working together as a team, all teachers tailor, plan and carry out effective content-rich ways to provide all students with learning experiences and challenges from the district curriculum at a level that matches their needs, readiness and potential. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with his or her fellow students and staff. We strive to:

- Have our parents, teachers and community members actively involved on our students' learning
- Be a community of learners in which all members use their minds well and care about one another
- Nurture growth, responsibility and productivity by celebrating our diversity within a schoolwide positive atmosphere and by promoting sportsmanship, school spirit, and pride in ourselves through our daily studies as scholars and our educational accomplishments



Types of Services Funded

The district provides a number of supplemental programs and services to meet the diverse needs of all students:

- Special-education services including speech and language, a resource program, special day class, adaptive physical education, and other services for identified students with special needs
- English language development for English learners
- Title I reading and writing intensive instruction for identified students in grades 1-5
- Safe and Drug-Free Schools and Communities: State Grants

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2016-17 School Year
Percentage of Students Meeting Fitness Standards	Meadowlark School	
	Grade 5	
Four of six standards	22.2%	
Five of six standards	21.0%	
Six of six standards	21.0%	



School Vision Statement

We, as a community, have a vision where every Meadowlark scholar is recognized for all of his or her uniqueness, supported to achieve personal success, and fortified to become a responsible and productive citizen of the global community.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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 for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Meadowlark School		AADUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	44%	58%	55%	50%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Meadowlark School		AADUSD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	47%	45%	45%	44%	48%	48%
Mathematics	38%	36%	29%	28%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Meadowlark School	AADUSD
Program Improvement status	Not In PI	In PI
First year of Program Improvement	✧	2012-2013
Year in Program Improvement	✧	Year 2
Number of schools currently in Program Improvement		0
Percentage of schools currently in Program Improvement		0.00%

✧ Not applicable. The school is not in Program Improvement.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	266	260	97.74%	45.38%
Male	145	143	98.62%	41.96%
Female	121	117	96.69%	49.57%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	123	120	97.56%	35.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	122	121	99.18%	54.55%
Two or more races	11	11	100.00%	63.64%
Socioeconomically disadvantaged	143	140	97.90%	32.86%
English learners	48	46	95.83%	23.91%
Students with disabilities	50	47	94.00%	25.53%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	11	11	100.00%	36.36%
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	266	263	98.87%	35.74%
Male	145	144	99.31%	37.50%
Female	121	119	98.35%	33.61%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	123	121	98.37%	25.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	122	121	99.18%	47.11%
Two or more races	11	11	100.00%	27.27%
Socioeconomically disadvantaged	143	141	98.60%	22.70%
English learners	48	46	95.83%	17.39%
Students with disabilities	50	47	94.00%	25.53%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	11	11	100.00%	9.09%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Quality of Textbooks

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

Quality of Textbooks	
2017-18 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	10/12/2017

Textbooks and Instructional Materials

High-quality textbooks and Common Core State Standards (CCSS) bridge materials are available for every student in each subject area to use in class and to take home. New language arts curriculum went into place in the 2017-18 school year. Benchmark Advance was the selected program and is in place in classrooms. Our next focus will be to look at materials for science when it's made available by the state.

New math textbooks were adopted in the summer of 2016 and implemented in the fall of 2016. An eight month-long process through a textbook committee and board adoption took place. New social studies textbooks were adopted during spring 2006 and implemented in the fall of 2006. New science textbooks were adopted in the fall of 2007.

When a new textbook series is selected, a committee made up of teachers, parents and the principal carefully review state-adopted textbook programs over an eight-month period. The committee then recommends to the board of trustees the series they identify as the highest quality and most appropriate for the district's students.

All students participate in weekly music instruction taught by a music specialist. The music program teaches vocal music as well as music theory, music appreciation and music history. Students have opportunities to perform in several productions each school year. These include chorus, two evening music performances and the annual talent show. Silver Burdett Making Music is the adopted music instructional materials program. All students have access to these materials during music class. The music program is supported by the Acton Schools Music Organization, which provides funding for the music instructor.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	Benchmark Advance	2017
Handwriting	Zaner-Bloser	2000
History/social science	Houghton Mifflin	2006
Mathematics	My Math, McGraw-Hill	2016
Phonetic Awareness	VoWac Publishing, Jolly Phonics	1998, 2015
Science	Harcourt Brace	2007
Science	Scott Foresman	2007
Visual Arts	Adventures in Art, Davis Publications	2002

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2017-18 School Year
Meadowlark School		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		✧
Health		✧

✧ Not applicable.



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2017-18 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/9/2017
Date of the most recent completion of the inspection form		10/9/2017

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Alarm panel troubleshooting. Alarm tech repaired alarm panel.	10/18/2017
Interior	There are stained ceiling tiles in six rooms. Tiles replaced.	10/13/2017
Electrical	Two exit signs are not working. Batteries replaced.	10/13/2017

School Facilities

The Meadowlark School was built and opened in 1998. The school houses 17 classes of K-5 students, one transitional kindergarten and one special day class preschool. A multipurpose cafeteria/auditorium provides space for eating, assemblies and special events.

Meadowlark School is a newer facility and has numerous safety features including safety glass, sprinkler systems, fire doors, a central communication system and battery backup for phones during power outages. Students are kept safe several ways while on school property. First is the process that all doors are kept locked except the front entrance which is constantly monitored by staff and a security camera. Next, both custodial, maintenance and staff are in constant alert to strangers or unusual situations.

Currently, there is one custodian who works from noon to night. There is also one maintenance staff person who works from morning to afternoon. All bathrooms and eating areas are cleaned on a daily basis. Classrooms are vacuumed weekly.

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School Facilities

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Classrooms are vacuumed weekly. Students are taught to take pride in their school by picking up their own trash and keeping their own classroom space clean and organized. When graffiti appears, staff and volunteers immediately remove it. Both custodial and maintenance staff ensure the campus is clean and all systems are working to create a safe and operational environment for work and learning.

The library and stage areas most currently be used as instructional spaces.

Two playgrounds—one for kindergarten students and one for grade 1-5 students—have play equipment appropriate for the age levels served. These include tetherball, foursquare and basketball courts, as well as swings, climbing equipment, monkey bars, a sandbox and playing fields. Equipment is inspected and well maintained.

"Our students are scholars who are eager to learn, view multiple perspectives, are prepared to participate, are curious, exercise intellect, save ideas, set goals, ponder big ideas and use multiple resources."



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	
	FTE
Social/behavioral counselor	0.50
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.33
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.50
Resource specialist (nonteaching)	1.00
Other	FTE
Bilingual aide	1.00
Special education instructional assistants	16.00
Instructional assistants	6.00
Teacher on special assignment	1.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	AADUSD	Meadowlark School		
Teachers	17-18	15-16	16-17	17-18
With a full credential	55	20	23	22
Without a full credential	1	1	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Meadowlark School		
Teachers		15-16	16-17	17-18
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

Each year, the district provides "buyback days" for districtwide staff-development activities. Professional development in recent years has been provided in the following areas.

- Special-education requirements and instructional strategies
- Strategies for meeting the needs of English learners
- Strengthening students' written language skills
- Safe schools/first-aid and CPR training
- Effective communication with parents, colleagues and students
- Using data analysis to strengthen instruction

School Improvement funds and Title II, Part A federal funds are used to bring in staff-development consultants and to send teachers out to conferences to improve areas of identified need. Teachers and administrators help select and evaluate professional development activities based on school and district improvement needs. Faculty meeting time and grade-level/department meetings are also used throughout the school year for collegial data analysis, improvement activities, instructional planning and sharing instructional strategies.

Professional Development Days		Three-Year Data		
		2015-16	2016-17	2017-18
Meadowlark School		1 day	3 days	3 days

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2015-16 Fiscal Year
	AADUSD	Similar Sized District
Beginning teacher salary	◆	\$41,164
Midrange teacher salary	◆	\$61,818
Highest teacher salary	◆	\$84,567
Average elementary school principal salary	◆	\$96,125
Average middle school principal salary	◆	\$103,336
Average high school principal salary	◆	\$101,955
Superintendent salary	◆	\$126,855
Teacher salaries: percentage of budget	27%	32%
Administrative salaries: percentage of budget	8%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Meadowlark School	\$4,338	\$71,079
AADUSD	\$10,471	\$70,455
California	\$6,574	\$62,381
School and district: percentage difference	-58.6%	+0.9%
School and California: percentage difference	-34.0%	+13.9%

◆ Information is not available at this time.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$4,757
Expenditures per pupil from restricted sources	\$419
Expenditures per pupil from unrestricted sources	\$4,338
Annual average teacher salary	\$71,079



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

