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Kindergarten through Eighth Grade

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Meadows Union Elementary School District Meadows Elementary School

2000-2001 Annual School Report Card

Principal's Message

It is the hope of the administration and staff of Meadows Union School that you will find this annual school report informative and that it will give you a better understanding of our instructional program and our school. We invite your comments about this report and any comments you may have for better serving our students and informing you of Meadows Union School's policies and curriculum. You may call me at 352-7512 if you have any questions about this report.

Mission Statement

We, the administration, staff, and parents of Meadows Union School are committed to making education more relevant to all students, by providing them a safe environment in which they can develop self-worth in order to reach their maximum potential of becoming a creative and responsible member of society.

Community & School Profile

Meadows Union School District is located in the southern section of Imperial County. Situated almost equally adjacent to San Diego County and the Mexican border, Imperial County is easily accessible via the major east-west and north-south highways that run through it. Its proximity allows for continual commercial growth, making it a dynamic county to live, work, and play in. The growth factor is recognizable in the fact that it has been designated the "enterprise zone" by the State of California, hence endowing its residents opportunities for lower taxes and accelerated project approval. Imperial County sustains a desert climate, with winter lows averaging 45° and summer highs 100°.

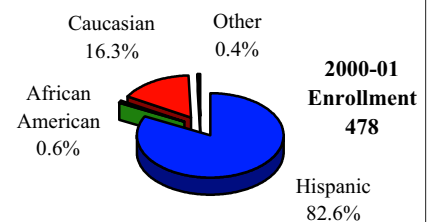
Meadows Union School District is a one-site district, serving a student population of 478. Educating kindergarten through eighth grades, it operates on a traditional calendar system. Students attending Meadows come from various ethnic and cultural backgrounds, yet are linked by the quality of education that all students deserve, provided by Meadows Elementary.

Discipline & Climate for Learning

Students at Meadows Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Meadows Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation.

Attendance

Punctuality and promptness are desirable traits to develop. The students of Meadows Elementary are expected to be in their seats and ready for instruction at the designated time. Regular attendance at Meadows Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities,



including proper notification of when and why students are absent. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

The school has developed a discipline policy through which teachers guide students in conjunction with their own classroom discipline plans that must be followed in order for all to benefit fully from the quality of instruction provided. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Meadows Elementary has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

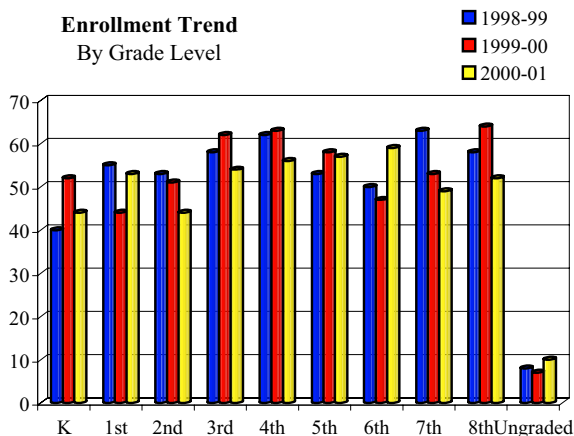
Suspensions and Expulsions			
	Meadows Union		
	1998-99	1999-00	2000-01
Suspensions (#)	18	2	14
Suspensions (%)	3.6	0.4	2.9
Expulsions (#)	0	0	0
Expulsions (%)	0.00	0.00	0.00

Homework

Meadows Elementary feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

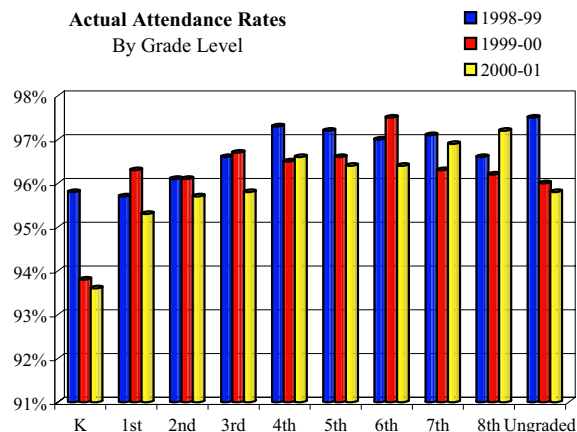
School Attendance

Student enrollment over the past three years at Meadows Elementary has decreased by 4.4%. Schoolwide enrollment at the beginning of the 2000-01 school year was 478 students.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to aca-

ademic achievement and regular daily attendance is a priority at Meadows Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for Meadows Elementary was 95.97%.



Class Size

Meadows Elementary maintained a schoolwide average class size of 23.5 students and a pupil/teacher ratio of 21:1 for the 2000-01 school year. The pupil-to-teacher ratio varies by grade level taught. In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

	Class Size Distribution											
	Number of Classrooms by Size											
	Avg.			1-20			21-32			33+		
	99	00	01	99	00	01	99	00	01	99	00	01
Kind.	20	26	18	2	0	2	0	2	0	0	0	0
1st	18	17	19	3	2	2	0	0	0	0	0	0
2nd	18	17	18	3	2	2	0	0	0	0	0	0
3rd	20	19	18	3	3	3	0	0	0	0	0	0
4th	31	32	28	0	0	0	2	2	2	0	0	0
5th	26	29	28	0	0	0	2	2	2	0	0	0
6th	25	24	30	0	0	0	2	2	2	0	0	0
7th	32	26	0	0	0	0	2	2	0	0	0	0
8th	29	32	0	0	0	0	2	1	0	0	1	0
K-3rd	0	16	16	0	2	2	0	0	0	0	0	0

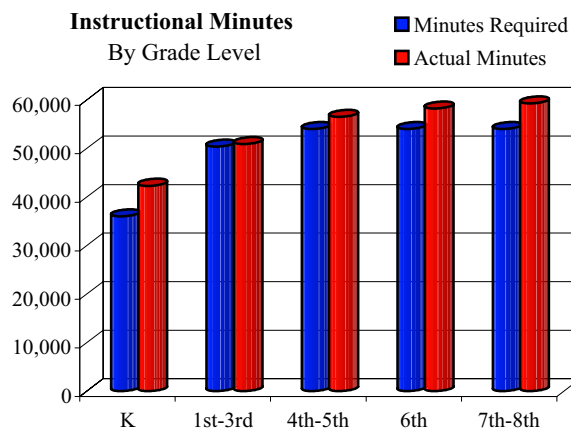
The above table illustrates the number of classes by size at all grade levels. The table below reflects 4th through 7th grades only, by subject area.

	Teaching Load Distribution	
	Number of Classes by Size	
	2000-01	
	Avg.	23-32
English	25	7
Math	24	2
Science	26	2
Social Science	25	3

During the 2000-01 school year, Meadows had no classes with less than 23 or more than 32 students.

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Meadows Elementary either met or exceeded state requirements. All students in grades kindergarten through eight receive instruction in Spanish, lab science, music, and computer science in addition to the core subjects. Meadows Elementary provides instruction for grades kindergarten through three in a self-contained classroom environment, where students receive all instruction by a home-room teacher. Students in grades four through eight receive specialized instruction in core subject areas by appropriately credentialed teachers.



Minimum Days

For the 2000-01 school year, Meadows Elementary offered 180 days of instruction comprised of 171 regular days and 9 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Minimum days have been integrated into the instructional calendar to allow for enhanced staff development activities and parent conferences.

Textbooks & Instructional Materials

Meadows Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. Most textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's Curriculum Council standards. Meadows Elementary follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a 7-year cycle. Though the recommendations and adoptions are based on state standards, Meadows staff members and administrators ensure that they focus on the specific needs of district students, as identified through assessments and evaluations.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption.

The school's library is stocked with approximately 13,000 books that are available for students to check out. The school's library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study. Computer resources

within the library and classrooms are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Students have access to the library resources before/after-school and during lunch times for research and homework.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources			
	99	00	01
Computers	70	72	108
Students per computer	7.1	7.0	4.2
Classrooms connected to Internet	4	0	22

Computer Software Adoptions 2000-01		
Subject/ Publisher	Title	Ages/ Grades
Language Arts		
Knowledge Adventure	Reading Blaster	6-12 yrs
	Spelling Blaster	6-9 yrs
The Learning Company	Reading Rabbit's Learn to Read	PreK-2nd
	Reader Rabbit's Reading I	K-1st
	Reader Rabbit's Reading II	1st-3rd
	Reader Rabbit's III	2nd-4th
	Reader Rabbit's Reading	4-6 yrs
	Reading Development Library	4-7 yrs
Mathematics		
	Mathosaurus	3-9 yrs
Clue Finder	Kindergarten Adventures	K
	2nd-6th Grade Adventures	2nd-6th

School Facilities & Safety

Meadows Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities are all up-to-date and provide adequate space for students and staff. A team of one full-time custodian and two full-time maintenance/landscape engineers keep classrooms, restrooms, and campus grounds clean and safe. A scheduled maintenance program is administered to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Meadows Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The School Site Safety plan was updated during the 1999-00 school year by the Safety Committee, which meets annually to review the plan. Although the plan is reviewed on an annual basis, revisions and updates do not need to take place annually due to the nature of the facilities remaining unchanged.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Meadows Elementary. These measures are very accurate in terms of determining actual student progress as well as measuring of the effectiveness of the instructional program.

Proficiency tests are given three times throughout the year to kindergarten through eighth grade students in standard curriculum areas. In addition, classroom assessments are developed by the teachers to assess student progress on classroom instruction.

Students that are identified as below the proficient level through standardized and local assessments are provided with the additional assistance required to help them to progress to that level. Meadows Elementary recognizes that there is much yet to be accomplished at the district level to reach under-performing students earlier and more effectively, and has taken great strides toward this goal. The school operates its assessments and designs its curriculum with the belief that all children are worthy of a quality education, regardless of background or language barriers encountered. Due to the high population of non-English proficient students, Meadows has been presented with a challenge to deliver this type of education to all, and assist in a smooth transition to the more rigorous curriculum of high school. Great efforts are being made to give each student the tools they need to become proficient in the areas they are experiencing difficulty in. Expect to see dramatic improvements in Meadows Elementary's test scores over the next few years.

Standardized State Testing

Meadows Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

		SAT-9 Results 1999, 2000, 2001 % At or Above National Average																				
All Students		Reading																				
Grade	Year Ending	2			3			4			5			6			7			8		
		99	00	01	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01
Meadows Elementary		28	24	26	22	23	37	23	34	27	29	26	30	25	20	24	31	27	42	38	30	38
California		44	49	51	41	44	46	41	45	47	42	44	45	44	46	47	44	46	48	47	49	50
		Math																				
Meadows Elementary		35	43	35	37	53	74	43	56	57	53	52	69	42	52	53	34	27	44	30	27	21
California		49	57	58	48	56	59	44	51	54	45	50	54	50	55	57	45	48	50	45	48	49

		SAT-9 Subgroup Results 2001 % At or Above 50th Percentile													
		Reading							Math						
Gender		2	3	4	5	6	7	8	2	3	4	5	6	7	8
Male		18	24	30	21	27	34	29	21	68	59	57	57	41	29
Female		32	46	24	38	21	55	45	44	79	56	81	50	50	16
Ethnicity		2	3	4	5	6	7	8	2	3	4	5	6	7	8
Hispanic		19	26	21	22	18	38	34	33	66	53	66	46	38	20
Caucasian		*	71	*	64	50	*	*	*	93	*	82	90	*	*
Language Fluency		2	3	4	5	6	7	8	2	3	4	5	6	7	8
English Learner (EL)		21	10	4	*	0	8	*	30	62	39	*	36	17	*
Non EL		33	62	52	35	30	54	44	42	85	77	76	58	54	20
Socioeconomic Status		2	3	4	5	6	7	8	2	3	4	5	6	7	8
Economically Disadvantaged		19	28	23	24	15	36	35	33	70	57	67	49	38	17
Non SED		*	*	*	*	50	*	45	*	*	*	*	67	*	36
Migrant Education		no data to report													

**Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

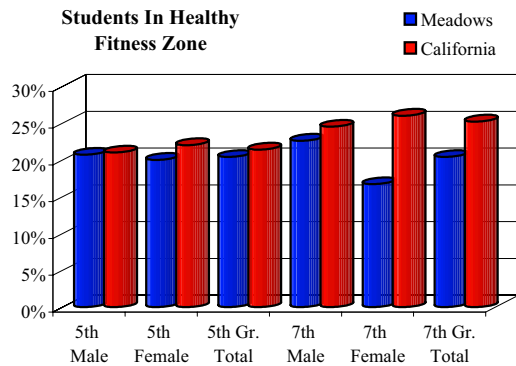
		California Standards Results % of Students Scoring at Advanced (A) and Proficient (P) Levels 2001													
		English/Language Arts													
Grade	Year Ending	2		3		4		5		6		7		8	
		A	P	A	P	A	P	A	P	A	P	A	P	A	P
All Students		2	12	6	18	6	11	0	13	0	15	4	19	2	24
Meadows Elementary		10	22	9	21	11	22	7	21	8	23	9	23	9	23
California															
Subgroups		2	3	4	5	6	7	8	2	3	4	5	6	7	8
Male		0	12	0	10	4	11	0	7	0	13	0	14	0	27
Female		4	12	11	25	8	12	0	19	0	17	8	25	0	27
Ethnicity		data unavailable													
Language Fluency		2	3	4	5	6	7	8	2	3	4	5	6	7	8
English Learners		0	13	0	5	0	0	*	*	0	0	*	*	*	*
Non EL		6	11	12	31	12	24	0	15	0	20	4	22	2	28
Migrant Education		data unavailable													
Socioeconomic Status		2	3	4	5	6	7	8	2	3	4	5	6	7	8
Economically Disadvantaged		0	11	3	14	2	10	0	9	0	13	0	19	0	21
Non SED		*	*	*	*	*	*	*	*	0	25	*	*	9	36

**Due to the moderate number of students tested and in order to maintain confidentiality, certain scores are not disclosed.*

Physical Fitness

In the spring of each year, Meadows Elementary is required by the state to administer a physical fitness test to all students in fifth and seventh grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). A district comparison is not shown in the following chart, as Meadows is a single-site district and all 5th and 7th graders within the district attend the same school.



Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

API School Results					
All Students	Base			Growth	
	Base	1999	2000	Growth	1999
Percent Tested	100	100	Percent Tested	100	98
API Score	571	574	API Growth Score	574	618
Growth Target	11	11	Actual Growth	3	44
Statewide Rank	4	3	Eligible for Awards	No	Yes
Similar Schools Rank	9	4	Eligible for II/USP	No	No
Subgroups					
Hispanic or Latino					
Base API Score	544	544	API Growth Score	544	593
Growth Target	9	9	Actual Growth	0	49
Caucasian					
Base API Score	692	719	API Growth Score	719	758
Growth Target	9	9	Actual Growth	27	39
Socioeconomically Disadvantaged					
Base API Score	533	545	API Growth Score	545	598
Growth Target	9	9	Actual Growth	12	53

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 1.5% of the school population tested and contains at least 30 students with valid scores.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSAA. Due to specific criteria, including API and SAT-9 results, Meadows Elementary qualified to participate in the Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use.

Special Education

The district's special education program addresses the needs of students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. It is the goal of the district's program to place students with exceptional needs in the least restrictive learning environment in an effort to not only foster their academic growth, but encourage social interaction with mainstream students. Meadows Elementary's Learning Center was established to serve that purpose, and further demonstrates that peer socialization can and will have a positive affect of guided and supervised to avoid classification and isolation.

Counseling & Other Support Services

It is the goal of Meadows Elementary to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The Vice Principal coordinates the counseling and support services at the school site.

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Counseling and Support Services Staff			
	Number of Staff		Availability Days Per Week
	FTE	FTE	Week
Resource Specialist	1	1	5
Special Day Class Teacher	1	1	5
GATE Teacher	1	1	5
English Language Resource Teacher	1	1	5

*FTE = Full-Time Equivalent

In addition, the Imperial County Office of Education provides the school with a Nurse, Psychologist, and Speech/Language Specialist on an as-needed basis.

Teacher Assignment

Meadows Union Elementary recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Meadows Elementary had 22 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Most teachers hold multiple-subject credentials, as is the requirement for elementary teachers educating in various subjects throughout the day; in certain instances, teachers supplement their regular credential with a special education credential, CLAD (Cross-cultural, Language and Academic Development), or BCLAD (Bilingual Cross-cultural, Language and Academic Development) certification.

Teacher Credential Status			
	99	00	01
Fully Credentialed	21	18	22
Emergency Credentials	2	5	2
Without Credentials	0	0	0
Pre-Interns	0	1	0
University Interns	0	1	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Average Years Teaching	14.1	12.7	14.9
Average Years in District	11.4	10.0	11.9

Meadows Elementary supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 26 employees: 76.92 percent with 30+ additional units beyond their bachelor's degree and 19.23 percent holding advanced graduate degrees such as a masters or doctorate degree.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, vice principal, or superintendent; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation Criteria are:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers three buy-back staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development activities for the 2000-01 school year covered a wide range of topics, from technology to science, and integrating what they learn into instructional strategy.

Substitute Teachers

The district draws from an adequate pool of qualified substitute teachers; the supply of over 20 fully credentialed substitutes has proven to be sufficient, as Meadows Union is a one-site district. However, in the rare instances where a substitute cannot be drafted for an absent teacher, other qualified staff or administrators fill the vacancy.

In an effort to maintain a sufficient pool of substitutes and recruit qualified teachers, Meadows Union Elementary advertises employment opportunities in local newspapers, at job fairs, and through colleges and universities.

Training & Curriculum Improvement

All training and curriculum development at Meadows Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Curricular improvements at Meadows Elementary during the 2000-01 school year were evident as part of the continual effort rather than a one-time enhancement in standard curriculum. Meadows Elementary's administration realizes the importance of a customized educational experience, addressing the specific needs of students. As a result, all students have been involved in a more rigorous curriculum than ever under the guidance of administration. In addition to these changes, staff and administration spent a substantial amount of the curricular focus on planning strategies, effectively integrating new concepts and adoptions into the curriculum, and evaluating the proper assessments to gauge progress in the areas of strategic improvements. Aside from time spent at the site-level striving toward accomplishing these goals, Meadows has done extensive exploration into the state and university research and strategies in anticipation of advancing and timely addressing student needs. These innovations in curriculum will be taking place, for the most part, during the 2001-02 school year. Meadows is pleased with the potential growth this research can produce in the coming school years, and expects very fruitful results. As a small school in rural area, with the majority of students encountering language barriers, the majority of the improvements are geared toward development in the Language Arts area.

Meadows Elementary School District also participates in BTSA (Beginning Teacher Support and Assessment), a state-sponsored program. The goals of the program are to help new teachers succeed, foster higher retention within the teaching profession of quality teachers, and improve instructions for students. The district's BTSA program partners each beginning teacher with a carefully selected and trained support provider (veteran teacher) who provides one-on-one assistance.

Staff at Meadows Elementary will continue to make a strong commitment to providing guidance in an effort to develop an instructional program that fosters creativity and academic excellence.

Quality of Instruction & Leadership

Leadership at Meadows Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school staff to regularly assemble and address specific issues for each site as well as districtwide issues. The Bilingual Parent Advisory Council and the English Learner Advisory Committee (ELAC) are the most prominent of these leadership teams, demonstrating Meadows Elementary's desire to cater to the current demographic of limited-English proficient students.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- Booster Clubs
- Committee on ESLRs
- Student Study Teams
- Individual Education Plan (IEP) Teams

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Meadows Elementary has implemented Student Study Teams (SSTs) to evaluate student progress. It is the primary responsibility of the SST to evaluate student records, grades, and any exterior influences, including home life, to determine why the student may be underperforming. Parents, teachers, and administrators are included in these teams and address not only the performance academically, but behaviorally as well. The SSTs are key in locating problem, if any, may be at the 'root' of underperformance.

Expenditures & Services Funded

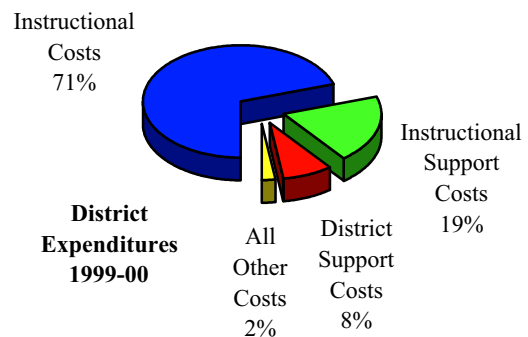
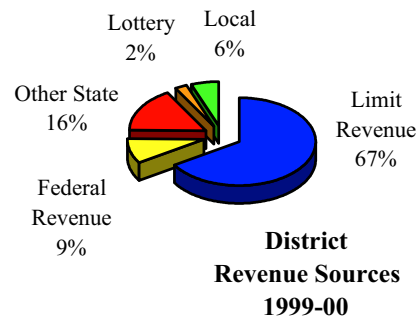
For the 1999-00 school year, Meadows Union Elementary spent an average of 0 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 1999-00		
	Statewide Average	
Meadows Union Elementary	Elementary Districts	All Districts
\$5,426	\$5,462	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Meadows Union Elementary receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,506 per student in federal and state aid for the following categorical, special education, and support programs:

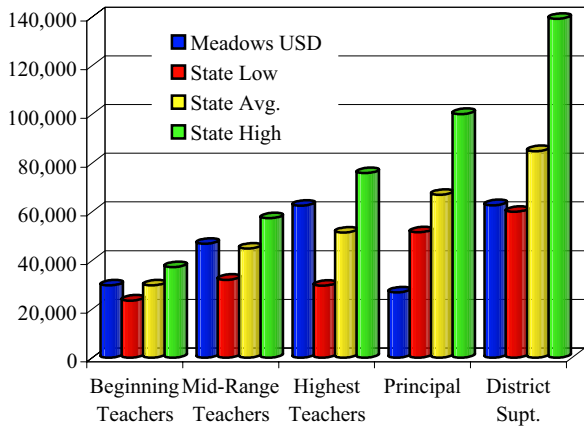
- ECIA/ESEA/IASA
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Mentor Teacher
- Class Size Reduction (K-3)



Salary & Budget Comparison

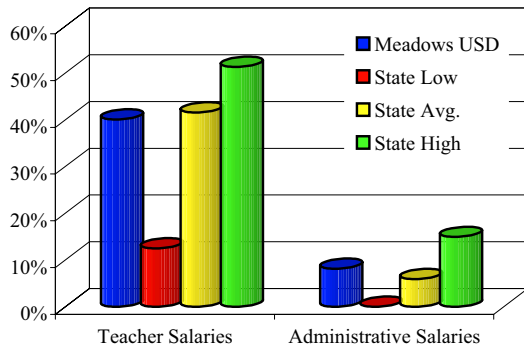
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having less than 1,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



District Superintendent and Principal are a shared position at this district - salary is split 70%-30%.

**Average Salary Information
Teachers & Administrative Salary Percentages
1999-00**



Contact Information

Parents who wish to participate in Meadows Elementary's leadership teams, school committees, school activities, or become a volunteer may contact Principal Larry Kelly (760) 352-7512.