



Meadow Green Elementary

12025 Grovedale Drive • Whittier, CA 90604 • 562.902.4241 • Grades P-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



A Tradition of Excellence Since 1968

Lowell Joint School District

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TBD
Director of Technology

School Description

Meadow Green Elementary School, one of six schools in the Lowell Joint School District, is located in a suburban community in an unincorporated area of Los Angeles County. The current enrollment of Meadow Green is 525 students in special education preschool through grade six. The ethnic make-up of this population includes sixty-eight percent Hispanic, twenty-three percent white, and nine percent multi or other ethnic backgrounds. Forty percent of the students participate in the free or reduced lunch program. The average class size in grades K-3 is twenty-five and for grades 4-6, thirty-four. The Meadow Green staff consists of twenty-one certificated and sixteen classified employees. Meadow Green is a single-track school that provides a regular kindergarten through sixth grade program, a special education preschool program, and a myriad of support programs and student opportunities that enhance our educational program. They include:

- Resource Specialist Program
- English Language Development Program (ELD)
- Speech and Language services for identified students
- Character Education Program
- Patriotic Program
- P.R.I.D.E. Recognition Program (Personal Responsibility in Daily Effort)
- Art Program for grades one through six
- Music Program for grade TK through grade six and band for sixth grade
- Technology access through two Computer Labs, 100 iPads, three chrome carts (108) chrome books and a computer in every classroom
- Student Leadership Teams
- Kindness Pledge Program
- Play Buddies (Typical students with special needs students)
- Upper Grade/Lower Grade Buddy Activities
- PTA-sponsored enrichment activities such as special assemblies, field trips, and student activities
- Opportunities for community service projects such as food and toy drives
- Family Nights
- Reading Night for Various Grade Levels
- Lexia Core5 Program and Reading Plus (Grades 3-6), and Front Row ELA and Math for all grade levels. These programs are available both at school and online at home
- Accelerated Reader for Grades K - 2
- MIND Institute ST Math Online Program at school and at home
- Textbooks available online
- PBIS - Positive Behavior Intervention Strategies Program
- STEAM Lab

The instructional programs at Meadow Green are firmly aligned to the Lowell Joint School District Standards, which follow California Common State Standards. The goal for all students is to achieve at or above grade level in all curricular areas. Teachers, students, and parents all work toward this goal in a concerted effort to provide the highest quality educational program. Grade level collaborative leadership teams meet monthly for planning and collaboration. Academic programs are coordinated by grade level. The staff and School Site Council (SSC) meet each trimester to review the goals in the Single Plan for Student Achievement.

An English Language Advisory Committee (ELAC) is in place during the 2017-18 school year. This committee meets each trimester to discuss the needs and concerns of English Language Learners.

Both the SSC and ELAC are responsible for providing input and making decisions involving student achievement and are the general forums for providing all parents with pertinent information from District committees.

Meadow Green Elementary School is committed to the safety and security of each student. To maintain these conditions, which contribute to the best possible learning environment, the School Safety Plan includes the following elements: School Crime Assessment, Child Abuse Reporting, Disaster Procedures, School Discipline, Sexual Harassment Policy, School-wide Discipline Plan, School-wide Dress Code, all of which contribute to a safe and orderly environment. The rate of suspensions is very low and the use of drugs on campus is nonexistent.

About the SARC

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

Meadow Green has one site administrator with AB 75 certification, which is 40 hours of training designed to support implementation of effective programs for mathematics and English language arts (ELA). There is a half-time school psychologist and a district nurse who oversees all schools. Two full-time custodians provide services for the school. A full-time office manager and a part-time clerk manage office duties. Two part-time workers maintain food services. Eleven special education aides assist in the preschool and STAR Resource Center.

The staff supports curricular academic programs and social and emotional needs of students and makes strong efforts to keep parents and guardians aware of student's progress. Before and after school programs in ELA and math provide struggling students with additional academic support.

Mission Statement

The mission of Meadow Green Elementary School is to encourage students and staff to seek excellence in academic achievement and personal conduct. We are committed to fostering in students self-direction, self-motivation, self-discipline, and the ability to recognize the importance of learning. We believe that a close partnership between home, school, and community is essential to our children's success, and that by working together, we can foster productive citizens and life-long learners.

At Meadow Green Elementary School, we believe:

- that all students can learn, deserve access to a rich instructional program, and should have an equal opportunity to learn in a safe and nurturing environment.
- in teaching good citizenship skills and developing in students an appreciation of country.
- that all students are valuable and gain ability, self-esteem, and pride through their diligence, achievements and accomplishments.
- that the choices made today shape the world tomorrow.
- that kindness makes our school a better place.
- that hard work helps us reach our potential.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	87
Grade 1	73
Grade 2	62
Grade 3	76
Grade 4	60
Grade 5	71
Grade 6	71
Total Enrollment	500

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	1.6
Hispanic or Latino	70.8
Native Hawaiian or Pacific Islander	0
White	19.6
Two or More Races	2
Socioeconomically Disadvantaged	37
English Learners	4.8
Students with Disabilities	7.2
Foster Youth	1

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			
	15-16	16-17	17-18
Meadow Green Elementary			
With Full Credential	20	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District			
With Full Credential	◆	◆	128.3
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
	15-16	16-17	17-18
Meadow Green Elementary			
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Curricular Area Supplemental Materials Grade

Reading/Language Arts

Accelerated Reader 1-2
 Lexia Core 5 K-2
 Scholastic News TK-6
 Reading Plus 3-6
 Read Works Passages K-6
 Step-Up-to-Writing K-6
 SRA Reading Lab 1-6
 Standards Plus ELA WB K-6
 Front Row TK-6
 Mathematics

MIND Institutes ST Math K-6
 Mastering Math Facts 1-6
 Mountain Math K-6
 Standards Plus Math WB K-6
 Front Row TK-6

Textbooks and Instructional Materials	
Year and month in which data were collected: November 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin K-5, Go Math! 2014-15 Houghton Mifflin, Big Ideas 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2008-09 Harcourt K-5 2007-08 Holt, Rinehart & Winston 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En Español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials	
Year and month in which data were collected: November 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Meadow Green school was built in 1962. There are 28 classrooms on campus. Safe and clean schools are fundamental necessities of a successful academic environment. Our Maintenance Department is proud to impart solutions and services integral to providing a safe environment conducive to learning. Safety inspections are held annually to ensure the maintenance of an optimal learning environment.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Missing tile, dry rot repair at the end of beam, and a window with etched graffiti will be repaired during summer preventative maintenance.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	74	74	63	61	48	48
Math	63	66	52	54	36	37

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	72	68	94.4	94.1
Male	35	34	97.1	88.2
Female	37	34	91.9	100.0
Hispanic or Latino	41	41	100.0	92.7
White	23	19	82.6	94.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	79	94	73	75	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	33.8	20.6	16.2

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	278	278	100	74.1
Male	146	146	100	69.18
Female	132	132	100	79.55
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	193	193	100	72.02
White	59	59	100	84.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	104	100	62.5
English Learners	27	27	100	59.26
Students with Disabilities	19	19	100	42.11
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	278	278	100	65.83
Male	146	146	100	65.75
Female	132	132	100	65.91
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	193	193	100	60.1
White	59	59	100	84.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	104	100	54.81
English Learners	27	27	100	48.15
Students with Disabilities	20	20	100	40
Foster Youth	--	--	--	--

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Meadow Green Elementary School parents are involved on many different levels. They are partners with the school as they work to get their children to school on time each day and as they assist in the completion of homework in a timely manner. Parents are encouraged to sign a learning compact at the beginning of the school year that outlines the responsibilities of teachers, students, and parents in the support of the educational program of our school. Parents are also active participants in raising funds that provide for school field trips and assemblies. In addition, Parent Teacher Association (PTA) funds support the school-wide PRIDE Program that enhances student's Personal Responsibility In Daily Effort. All parents are invited to join the PTA. Parents also serve on the School Site Council, which is the primary site-based decision making body on campus. This council consists of school staff, teachers, and parents and makes decisions on major budget expenditures of Title I and School Improvement Programs. An English Language Advisory Committee (ELAC) is in place and a parent of an English Language Learner serves on the School Site Council (SSC). Potential parent members for the SSC are nominated by and voted in by their peers. Flyers for this process are sent home to all parents. SSC member parents play an active role in advising the school about priorities and concerns. As volunteers, parents regularly assist in supporting classroom teachers and the educational program by assisting in the classroom. Those wishing to volunteer in the classroom directly contact the teacher. The PTA provides a forum for parents to participate regularly in school activities and functions such as student-centered activities and fund raisers. Parents are invited to attend monthly awards assemblies that honor students for citizenship and achievement. They accompany classes on field trips and assist with special projects and presentations at school. Meadow Green holds an annual Holiday Program, Grandparent's Day, and a Volunteer Tea, all aimed at inviting and encouraging parental involvement. Both Back-to-School Night and Open House are excellent opportunities for parents to participate in school functions and become an active part in the school and their child's education. A number of software programs are also available online so that parents can actively encourage and engage their children in learning at home. These include the MIND Institutes ST Math, Lexia Core 5, Front Row and Reading Plus. For additional information, contact the school principal at 562-902-4241.

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.

School Safety Plan

Meadow Green Elementary School is committed to the safety and security of each student.

To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. School Crime Assessment: Meadow Green Elementary School provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at the school site to determine what steps may be taken to reduce incidents of crime.
2. Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. Disaster Procedures and NIMS Report: In order to ensure the safety of students and school personnel, the School Safety committee has created a comprehensive Disaster Preparedness Plan and specific emergency job duties for all staff are clearly defined in the NIMS Report. This Disaster Plan is revised and reviewed annually. Emergency fire drills are held once a month and evaluated for effectiveness. Lockdown and Earthquake drills are routinely practiced throughout the year.
4. School Discipline: Meadow Green Elementary School has created a school-wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school-wide standards. Meadow Green also has a strong positive component to its discipline policy. This includes a PRIDE program of recognition for citizenship, good behavior, and responsibility. An awards program recognizes students for their positive choices. Upper grade students are invited to join the Bully Busters and their focus is to encourage and foster positive interaction between students at school. Meadow Green is in the year two of developing our Positive Behavior Intervention Strategies Plan (PBIS). Tier two defines behavior expectations for all students, in all areas on campus as well as continues with our successful recognition program now in place. Tier two also details interventions and student success programs which are in place to assist a smaller population of children whom need more assistance, guidance and frequent monitoring for improved behavior.
5. Sexual Harassment Policy: Meadow Green Elementary School strictly adheres to LUSD policies that prohibit sexual harassment or discrimination of any kind.

6. School-wide Dress Code: Meadow Green Elementary School believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process. Each student receives annually a written copy of the school dress code.

7. Safe and Orderly Environment: Meadow Green Elementary School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards. Staff, students, and parents are all encouraged to support a bully-free campus. Assemblies are held focusing on appropriate behavior with others, and all staff, parents, and students are encouraged to sign a kindness pledge. PBIS - Positive Behavior Intervention Strategies is in place.

The School Safety Plan is reviewed annually with staff. It was last reviewed, updated, and discussed on January 11, 2018. It is also reviewed annually with the SSC. This was done on January 18, 2018.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.8	0.2	1.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.3	1.8	1.8
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.5
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	0.75
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	NA

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	32	33				3	2	1			1
1	26	20	24		3		3		3			
2	24	25	21			1	2	3	2			
3	26	29	25				3	2	3			
4	35	35	30						2	2	2	
5	32	36	36				2				2	2
6	36	31	36					2		2		2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Opportunities for professional development are available for teachers and staff on both a District and site level. A major focus for professional development over the past few years has been the implementation of Common Core State Standards (CCSS). In the 2016-2017 school year, a District wide professional development day was held on August 8, 2016. Additionally, a two full days of professional development are scheduled for October 10, 2016 and April 14, 2017. Topics at these meetings include staff developed units of study and grade level articulation across the District. Teachers also participate in PLC meetings two to four times a month to discuss student learning and develop plans to meet the needs of all learners. In the 2015-2016 school year, a District wide professional development day was held on August 11, 2015. This professional development focused on benchmark tests, Illuminate Gradebooks and Report Cards as well as a range of Tech Tools including the use of Aeries, Google and EARS, an automated reporting system. On October 12, 2015, there was a District wide full day inservice focused on the new Go Math adoption. Additionally, the special education staff had an additional two hour Go Math training on December 7, 2015. Meadow Green staff has ongoing Thinking Maps Training during our Professional Learning Communities. This is done in a trainer of trainers model, so trained staff members are facilitating the trainings. In the 2014-2015 school year, five full days of District-wide teacher training meetings were held for each grade level throughout the year focusing on English Language Arts and Common Core implementation. At Meadow Green, PLC meetings are held on Monday afternoons. These are in addition to whole staff meetings which feature instruction on Common Core, Project Based Learning, reading skills, comprehension, and differentiated instruction. Our special education staff holds monthly training sessions dealing with special education issues. Explicit Direct Instruction (EDI) professional development has been offered to teachers who had not yet completed the training. Throughout the school year, a series of District Professional Learning Community (PLC) meetings (1 ¼ hr.) were held at all grade levels to cover CCSS and PBL. The District is utilizing Common Core Standards Plus materials to support the implementation of Common Core. Teachers have received training on these materials in grades K-6. The District also has Data Coaches at each site to assist with the electronic assessment and gradebook tool. Each site has one coach who attends bi-monthly meetings. These coaches in turn train teachers on site. Site training takes place on selected shortened Mondays and/or during Thursday staff meetings as well as on demand. Select teachers have attended Thinking Maps Training then shared with other staff members during PLC and staff meetings. ST Math inservice, Reading Plus, and Front Row training were held for teachers in August of 2016. Two full days of professional development are scheduled per year on a district level for teachers and address areas for growth.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,638	\$47,034
Mid-Range Teacher Salary	\$84,158	\$73,126
Highest Teacher Salary	\$98,400	\$91,838
Average Principal Salary (ES)	\$109,517	\$116,119
Average Principal Salary (MS)	\$121,712	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$200,856	\$178,388
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,104	\$603	\$6,708	\$84,977
District	♦	♦	\$7,148	\$85,059
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-6.2	-0.1
Percent Difference: School Site/ State			2.0	14.5

* Cells with ♦ do not require data.

Types of Services Funded

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: tutoring, Reading for Success I and Reading for Success II, instructional aides, substitutes, a guidance technician, instructional supplies, supplemental supplies, conferences, consultants, postage, non-capital equipment, and student field trips.

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers.

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used for translation, support services, instructional aides, supplemental books, and conferences.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.