



# Meadow Green Elementary

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

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<https://meadowgreen.ljsd.org/>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



**Lowell Joint  
School District**

*A Tradition of Excellence Since 1906*

### Lowell Joint School District

11019 Valley Home Ave.

Whittier, CA 90603

562.943.0211

[www.ljsd.org](http://www.ljsd.org)

#### District Governing Board

Anastasia M. Shackelford, President

Fred W. Schambeck, Vice President

William A. Hinz, Clerk

Melissa A. Salinas, Member

Karen L. Shaw, Member

#### District Administration

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**Superintendent**

Dr. Sheri McDonald

**Assistant Superintendent of  
Instruction**

Andrea Reynolds

**Assistant Superintendent of  
Administrative Services**

Kaleo Igarta

**Director of Special Education**

TBD

**Director of Curriculum and  
Instruction**

Alan Mao

**Director of Technology**

### School Description

Our goal in 2018/19 will be to continue the tradition of academic excellence at Meadow Green. Our students continue to rank among the highest performing elementary schools not only in the Whittier / La Habra area, but across the state of California on yearly California Smarter Balanced summative assessments in both English Language Arts and Math. Strong results on these rigorous assessments indicate that Meadow Green produces students who are college and career ready!

Citizenship, character education, and safety are also of the utmost importance at Meadow Green. We will also continue to develop students who exhibit traditional qualities and values, such as leadership, respect, responsibility, honesty, and integrity through our monthly character education themes and powerful PBIS program. Our staff at Meadow Green will teach, set, model, and reinforce expectations for our students. Students will receive positive recognition through monthly character assemblies and our PBIS systems.

Meadow Green students will continue to learn and master skills in technology that will prepare them for 21st century college and careers. Throughout the year students will utilize technology such as, 1:1 Chromebooks in grades 3-6, iPads in grades TK-2, a state-of-the-art PC/MAC computer lab, and a Science, Technology, Engineering, Art, and Math (STEAM) Lab for hands-on learning. Using technology regularly allows Meadow Green students to develop 21st century skills in the 4 Cs (communication, collaboration, creativity, and critical thinking). Students in grades 5 and 6 learn and practice computer science and coding skills to prepare them for advanced classes at Rancho Starbuck and at the high school level. Students also receive weekly instruction in music thanks to the generous support of the Lowell Joint Education Foundation. 6th grade students are able to participate in band and percussion. Instruction in Art is also provided throughout the year.

#### **Meadow Green 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 student 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 students' success in becoming 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.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	75
Grade 1	64
Grade 2	71
Grade 3	67
Grade 4	76
Grade 5	65
Grade 6	72
<b>Total Enrollment</b>	<b>490</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.0
Asian	5.3
Filipino	1.6
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.0
White	18.4
Socioeconomically Disadvantaged	37.3
English Learners	5.5
Students with Disabilities	7.3
Foster Youth	0.6

## 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			
Meadow Green Elementary	16-17	17-18	18-19
With Full Credential	21	21	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Lowell Joint School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Meadow Green Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Core textbook adoptions are listed below. In ELA and Math the core program adoptions are all within the past 5 years and are aligned to California Common Core State Standards. In 2018/19 teachers are piloting various new History/Social Science textbook programs and will be a recommendation on an adoption moving forward in coming years. A Science pilot will take place as materials are developed that are fully aligned with the NGSS standards. All adopted and piloted programs are approved by the California Department of Education. The year that programs were adopted are listed below. All materials and textbooks are from the most recent adoption of that subject. All students have their own assigned textbooks and instructional materials. Please see below to supplemental programs that are utilized to support achievement in ELA and Math.

#### Curricular Area Supplemental Materials Grade

##### Reading/Language Arts

Accelerated Reader	TK-2
Lexia Core 5	K-2
Scholastic News	TK-6
Reading Plus	3-6
Step-Up-to-Writing	K-6

##### Math

MIND Institutes ST Math	K-6
ST Math Fluency-	K-6
Mastering Math Facts	1-6
Mountain Math	K-6

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
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 2018	
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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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: 12/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	FIELDS/PLAYGROUNDS: There are cracks and tripping hazards in the concrete.
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	74.0	72.0	61.0	62.0	48.0	50.0
Math	66.0	61.0	54.0	53.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.4	24.6	20.0

\* 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 2017-18 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	281	280	99.64	72.40
Male	143	143	100.00	68.53
Female	138	137	99.28	76.47
Black or African American	--	--	--	--
Asian	11	11	100.00	70.00
Filipino	--	--	--	--
Hispanic or Latino	201	200	99.50	69.00
White	50	50	100.00	84.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	105	104	99.05	56.73
English Learners	29	29	100.00	60.71
Students with Disabilities	25	25	100.00	24.00
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 2017-18 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	280	279	99.64	60.57
Male	143	143	100	63.64
Female	137	136	99.27	57.35
Black or African American	--	--	--	--
Asian	11	11	100	63.64
Filipino	--	--	--	--
Hispanic or Latino	200	199	99.5	56.28
White	50	50	100	78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	103	99.04	47.57
English Learners	29	29	100	58.62
Students with Disabilities	25	25	100	28
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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

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 and includes an English Language Advisory Committee (ELAC) that 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. This year Meadow Green will be offering a Parent Institute for Quality Education (PIQE) program in the evenings to support parent engagement and education of students at-risk of failing.

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. There are also family engagement opportunities during Red Ribbon Week and Read Across America Week.

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 LJSB 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 annually with SSC. It will be reviewed and updated in January, 2019.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	1.3	0.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.8	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

**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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	32	33	23			1	2	1	2		1	
1	20	24	21	3		1		3	2			
2	25	21	24		1		3	2	3			
3	29	25	22				2	3	3			
4	35	30	38					2		2		2
5	36	36	33						1	2	2	1
6	31	36	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

Professional development is an on-going process throughout the year. District-wide, there are full non-student days throughout the year where teachers receive professional development in areas such as instructional technology, student engagement, data analysis, implementation of core and supplemental instructional programs. The specific focus for the PD days are as follows:

August 13, 2018- \Grade level best practices in student engagement, data, alignment of ELA and Math programs, and leveraging of instructional technology.

October 8, 2018- Lowell CUE tech summit, focusing on the use of instructional technology

April 19, 2019- Best instructional practices, such as student engagement and checking for understanding.

There are several early release Mondays that are also utilized for Site Professional Learning Community (PLC) meetings. At PLC meetings, staff focus on one or more of the four essential PLC areas (What do we want students to learn? How will we know is students have learned? What will be do for students who have not learned? What will we do for students have have learned?). Site PLC focus areas are aligned with site goals and programs as developed by the School Site Council based on student achievement measures and are developed by the Principal in collaboration with staff. Topics for 2018/19 include:

September 17, 2018- Lexia / Reading Plus Programs

October 1, 2018- Development of Google Sites

October 22, 2018- Desk-to-Dashboard (CA Dashboard and connection to visual learning practices) and best practices for Special Education students.

December 10, 2018- ST Math use of data and connections to support core curriculum and maximize results

January 14, 2019- Development of collective expertise and assessment of high impact visual learning practices

March 4, 2019- Analysis of assessment data and development of "finish strong" classroom and grade level plans to maximize student performances on CAASPP and other end of year assessments

April 1, 2019- Implementation of 2019 CAASPP assessments in ELA, Math, and Science

April 15, 2019 & April 29, 2019- Reduce, re-frame, remove analysis of current programs / practices at Meadow Green and development of focus areas for 2019/20 school year.

May 13, 2019- End of year analysis

In addition to PLC meetings, teachers also utilize early release Mondays for collaboration during instructional team planning with grade level and matriculation colleagues at both the site and district level.

Staff also receive other PD opportunities throughout the year to attend conferences and receive other training. Areas for 2018/19 include, data conferences with administration, STEAM conference, CUE conference, PALs, Restorative Practices, EDI, GLAD, Thinking Maps, A2i, and collaboration for data analysis and curriculum development.

Support for implementing programs and practices is on-going throughout the year. The Principal conducts classroom visits daily and provides on-going feedback and support. In addition, teachers are able to support one another through ITP time on Mondays. An instructional technology coach is also available to support development and implementation in that area. Finally, all grade levels receive several full days of sub release throughout the year to receive support from district Ed Services personnel.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,638	\$48,064
Mid-Range Teacher Salary	\$84,158	\$75,417
Highest Teacher Salary	\$98,400	\$94,006
Average Principal Salary (ES)	\$109,517	\$119,037
Average Principal Salary (MS)	\$121,712	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$190,000	\$183,692
Percent of District Budget		
Teacher Salaries	41.0	36.0
Administrative Salaries	7.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,559	\$634	\$5,926	\$85,018
District	◆	◆	\$7,036	\$85,237
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-17.1	-0.3
Percent Difference: School Site/ State			-18.4	11.1

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded

Meadow Green is not currently in program improvement.

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: Salaries and benefits for small group intervention during and outside of the school day, supplemental materials, supplemental supplies, technology, professional development/conferences, consultants, professional development for data analysis, curriculum development, and professional development, postage, non-capital equipment, and student field trips.

Title I is utilized to support students in need of interventions at Meadow Green as a means to supplement and not supplant our CORE program. The purpose of a TAS Title I program is to:

Provide services to eligible children identified by the school as failing, or most at risk of failing, to meet the State's academic content standards.

Supplement the services that would be provided by nonfederal sources, in the absence of the Title I, Part A, funds.

Support methods and instructional strategies that are proven to be effective, and that strengthen the core curriculum.

The TAS program should reflect the use of effective teaching methods and instructional strategies that are evidence-based, strengthen the core academic program, and accomplish the following objectives:

Help identified students meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education (ESSA Section 1115[b][2][A]).

Use methods and instructional strategies to strengthen the academic program of the school through activities, which may include:

Expanded learning time, before- and after-school programs, and summer programs and opportunities; and

A school wide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (ESSA Section 1115[b][2][B]).

Coordinate with and support the regular education program, which may include services to assist preschool students in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of Title II, or State-run preschool programs to elementary school programs (ESSA Section 1115[b][2][C]).

Use Title I, Part A funds and other resources to provide professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible students in programs under this section or in the regular education program (ESSA Section 1115[b][2][D]).

Implement strategies to increase the involvement of parents of eligible students in accordance with section 1116 (ESSA Section 1115[b][2][E]).

If appropriate and applicable, coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESSA Section 1115[b][2][F]).

Meadow Green utilizes a school-wide tiered model to prevent and address behavior and academic problems. Title I funds are utilized to provide tier III interventions in academics and behavior, provide on-going professional development and data analysis to support student growth, and provide technology, software, equipment, and other supplies to support a school-wide tiered model.

The following criteria are utilized to identify students in need of tier III support:

Targeted Assistance Criteria are as follows:

### Grades 1

- Students who score below 80% on the Basic Phonics Skills Test
- Students who know less than 35 fry words
- Students identified as in need of support through our Dibels progress monitoring assessments.
- Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

### Grade 2

- Students who score below grade level, less than 75%, on the District End-of Year Benchmark Test
- Students who score below 60 % on the Second Grade Beginning of the Year Diagnostic Test
  - Students identified as in need of support through our Dibels progress monitoring assessments. .

- Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

#### Grade 3

- Students who score below grade level, less than 75%, on the District End-of Year Benchmark Test
- Students who are one or more years below grade level Lexile level as measured by the “Stretch” Lexile Band Grade 2-3 is 420L-820L
  - Students identified as in need of support through our Dibels progress monitoring assessments.
  - Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

#### Grade 4-6

- Students who score At/Near or Below Standards on the Smarter Balanced Assessment Test in ELA and/or Math
- Students who are one or more years below grade level Lexile level as measured by the “Stretch” Lexile Band Grade 4-5 is 740L-1010L Grade 6-8 is 925L-1185L
  - Students identified as in need of support through our Dibels progress monitoring assessments.
  - Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

Closing the achievement gap between high and low performing children (students meeting the Targeted Assistance Criteria) and especially the achievement gap between minority and non-minority students, and between disadvantaged children and their more advantaged peers is a focus of Meadow Green School.

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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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