



# Meadow Green Elementary School

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

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www.ljsd.org

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Lowell Joint School District**

11019 Valley Home Ave.  
Whittier, CA 90603  
562.943.0211  
www.ljsd.org

### **District Governing Board**

Brandon R. Jones, President  
Darin W. Barber, Vice President  
William A. Hinz, Clerk  
Fred W. Schambeck, Member  
Anastasia M. Shackelford, Member

### **District Administration**

Dr. Bonnie Bell  
**Superintendent**  
Dr. Sheri McDonald  
**Assistant Superintendent of  
Instruction**  
Andrea Reynolds  
**Assistant Superintendent of  
Administrative Services**  
Laura Richards  
**Director of Special Education**  
Stacey Stewart  
**Director of Curriculum and  
Instruction**  
Ryan Gaviola  
**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 484 students in special education preschool through grade six. The ethnic make-up of this population includes sixty-seven percent Hispanic, twenty-five percent white, and eight percent multi or other ethnic backgrounds. Thirty-eight percent of the students participate in the free or reduced lunch program. The average class size in grades K-3 is twenty-nine and for grades 4-6, thirty-four. The Meadow Green staff consists of twenty 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
- Technology access through two Computer Labs, 100 iPads, 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 both at school and available online at home
- Accelerated Reader
- MIND Institute ST Math Online Program at school and at home
- Textbooks available online

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 quarterly to review the goals in the Single Plan for Student Achievement.

An English Language Advisory Committee (ELAC) is in place during the 2015-16 school year. This committee will meet quarterly 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.

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 aids 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.

#### 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 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 at 562.902.4241 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	92
Grade 1	59
Grade 2	74
Grade 3	58
Grade 4	69
Grade 5	70
Grade 6	62
<b>Total Enrollment</b>	<b>484</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	2.5
Filipino	1
Hispanic or Latino	67.1
White	25.1
Two or More Races	1.6
Socioeconomically Disadvantaged	39.4
English Learners	6.8
Students with Disabilities	8.6
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 School	13-14	14-15	15-16
With Full Credential	19	20	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	13-14	14-15	15-16
With Full Credential	◆	◆	127
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Meadow Green Elementary	13-14	14-15	15-16
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.

## Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

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  
 Mathematics

MIND Institutes ST Math K-6  
 Mastering Math Facts 1-6  
 Mountain Math K-6  
 Math 4 Today 1-6  
 Standards Plus Math WB K-6

Textbooks and Instructional Materials Year and month in which data were collected: September 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2009-10 Pearson Reading Street K-5 2009-10 Pearson Prentice Hall 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: September 2014	
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	Grades 9-12 only

**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: September 22, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	55	56	44
Math	46	46	33

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	88	78	79	82	75	73	59	60	56

\* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.30	28.80	16.90

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	73
All Student at the School	79
Male	73
Female	83
Asian	--
Hispanic or Latino	76
White	88
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

\* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	68	100.0	18	24	35	24
	4	72	72	100.0	24	21	26	29
	5	62	62	100.0	15	27	29	29
	6	72	71	98.6	23	31	30	17
Male	3		40	58.8	28	25	25	23
	4		36	50.0	33	8	28	31
	5		26	41.9	19	31	27	23
	6		39	54.2	31	36	23	10
Female	3		28	41.2	4	21	50	25
	4		36	50.0	14	33	25	28
	5		36	58.1	11	25	31	33
	6		32	44.4	13	25	38	25
Black or African American	3		1	1.5	--	--	--	--
	4		2	2.8	--	--	--	--
	6		1	1.4	--	--	--	--
Asian	4		3	4.2	--	--	--	--
	5		2	3.2	--	--	--	--
Filipino	4		1	1.4	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Hispanic or Latino</b>	<b>3</b>		48	70.6	19	25	38	19
	<b>4</b>		44	61.1	30	23	27	20
	<b>5</b>		42	67.7	19	26	31	24
	<b>6</b>		52	72.2	23	35	27	15
<b>White</b>	<b>3</b>		17	25.0	12	24	29	35
	<b>4</b>		22	30.6	18	23	23	36
	<b>5</b>		17	27.4	6	24	24	47
	<b>6</b>		16	22.2	19	25	44	13
<b>Two or More Races</b>	<b>3</b>		2	2.9	--	--	--	--
	<b>5</b>		1	1.6	--	--	--	--
	<b>6</b>		2	2.8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>		7	10.3	--	--	--	--
	<b>4</b>		10	13.9	--	--	--	--
	<b>5</b>		9	14.5	--	--	--	--
	<b>6</b>		13	18.1	46	15	31	8
<b>English Learners</b>	<b>3</b>		3	4.4	--	--	--	--
	<b>4</b>		4	5.6	--	--	--	--
	<b>5</b>		2	3.2	--	--	--	--
	<b>6</b>		1	1.4	--	--	--	--
<b>Students with Disabilities</b>	<b>3</b>		4	5.9	--	--	--	--
	<b>4</b>		6	8.3	--	--	--	--
	<b>5</b>		3	4.8	--	--	--	--
	<b>6</b>		9	12.5	--	--	--	--
<b>Foster Youth</b>	<b>3</b>		--	--	--	--	--	--
	<b>4</b>		--	--	--	--	--	--
	<b>5</b>		--	--	--	--	--	--
	<b>6</b>		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	68	67	98.5	13	30	37	19
	4	72	72	100.0	10	40	32	18
	5	62	62	100.0	23	32	16	29
	6	72	71	98.6	28	38	13	20
<b>Male</b>	3		39	57.4	23	21	28	28
	4		36	50.0	17	36	33	14
	5		26	41.9	27	19	15	38
	6		38	52.8	39	34	11	16
<b>Female</b>	3		28	41.2	0	43	50	7
	4		36	50.0	3	44	31	22
	5		36	58.1	19	42	17	22
	6		33	45.8	15	42	15	24
<b>Black or African American</b>	3		1	1.5	--	--	--	--
	4		2	2.8	--	--	--	--
	6		1	1.4	--	--	--	--
<b>Asian</b>	4		3	4.2	--	--	--	--
	5		2	3.2	--	--	--	--
<b>Filipino</b>	4		1	1.4	--	--	--	--
<b>Hispanic or Latino</b>	3		47	69.1	15	32	38	15
	4		44	61.1	11	50	25	14
	5		42	67.7	29	36	17	19
	6		51	70.8	29	43	10	18
<b>White</b>	3		17	25.0	6	24	41	29
	4		22	30.6	9	23	55	14
	5		17	27.4	12	24	18	47
	6		17	23.6	24	29	24	18
<b>Two or More Races</b>	3		2	2.9	--	--	--	--
	5		1	1.6	--	--	--	--
	6		2	2.8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		7	10.3	--	--	--	--
	4		10	13.9	--	--	--	--
	5		9	14.5	--	--	--	--
	6		14	19.4	43	36	7	7



**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		3	4.4	--	--	--	--
	4		4	5.6	--	--	--	--
	5		2	3.2	--	--	--	--
	6		1	1.4	--	--	--	--
Students with Disabilities	3		4	5.9	--	--	--	--
	4		6	8.3	--	--	--	--
	5		3	4.8	--	--	--	--
	6		10	13.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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, 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 School Climate State Priority (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:** In order to ensure the safety of students and school personnel, the School Safety committee has created a comprehensive Disaster Preparedness Plan. This Disaster Plan is revised and reviewed annually. Emergency fire drills are held once a month and evaluated for effectiveness.

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.

5. **Sexual Harassment Policy:** Meadow Green Elementary School strictly adheres to LSD 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.

The School Safety Plan is reviewed annually with staff. It was last reviewed, updated, and discussed on August 11, 2015. It is also reviewed annually with the SSC. This was done on December 9, 2015.

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	0.76	0.85	0.80
<b>Expulsions Rate</b>	0.00	0.00	0.00
<b>District</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	2.32	1.77	1.35
<b>Expulsions Rate</b>	0.00	0.00	0.00
<b>State</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	5.07	4.36	3.80
<b>Expulsions Rate</b>	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		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		66.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	31	32	26				2	2	3			
1	26	26	26				2	2	3			
2	27	26	24				3	3	2			
3	31	23	26				2	3	3			
4	35	29	35					2		2		2
5	32	34	32				1		2	1	2	
6	34	34	36				1			1	2	2

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	0.20
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.

### 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 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, monthly grade level planning 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. Project Based Learning (PBL) 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 a whole day Common Core Conference and then shared with

other staff members during staff meetings. A ST Math inservice was held for teachers as well as a Lexia Training.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,738	\$42,723
Mid-Range Teacher Salary	\$78,564	\$65,936
Highest Teacher Salary	\$90,440	\$84,545
Average Principal Salary (ES)	\$102,238	\$106,864
Average Principal Salary (MS)	\$113,623	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$201,808	\$159,133
Percent of District Budget		
Teacher Salaries	43%	40%
Administrative Salaries	7%	6%

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,179	NA	\$5,179	\$81,760
District	◆	◆	\$5,179	\$78,789
State	◆	◆	\$5,348	\$69,086
Percent Difference: School Site/District			0.0	3.8
Percent Difference: School Site/ State			-3.2	18.3

\* Cells with ◆ do not require data.

\* 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/).

### 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, the county, and the state. 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.