

Meadows Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Katherine Whittaker Stopp

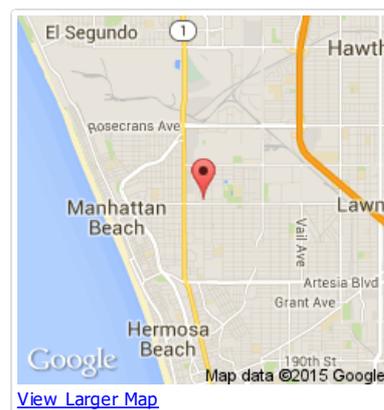
Principal, Meadows Elementary

About Our School

Contact

1200 Meadows Avenue
Manhattan Beach, CA
90266

Phone: 310-546-8033
E-mail: kstopp@mbusd.org



About This School

Contact Information - Most Recent Year

School	
School Name	Meadows Elementary
Street	1200 Meadows Avenue
City, State, Zip	Manhattan Beach, Ca, 90266
Phone Number	310-546-8033
Principal	Katherine Whittaker Stopp
E-mail Address	kstopp@mbusd.org
Web Site	www.meadowsschool.org
County-District-School (CDS) Code	19753336020390

District	
District Name	Manhattan Beach Unified
Phone Number	(310) 318-7345
Web Site	http://www.mbusd.org
Superintendent First Name	Michael
Superintendent Last Name	Matthews, Ed.D.
E-mail Address	mmatthews@mbusd.org

Last updated: 1/15/2015

School Description and Mission Statement (Most Recent Year)

Meadows Elementary School exemplifies how a small organization can accomplish meaningful goals through teamwork. The synergy of talented and dedicated staff members, bright, involved and supportive parents, and energetic and valued children, for whom the importance of school is a focus, keeps Meadows united, resilient, and upward bound.

We are one of five elementary schools in the District, serving 448 students in Kindergarten through fifth grade. Meadows has 18 general education classrooms, one Resource Room with one part-time and one full-time RSP/Inclusion Specialist, a Reading Room with two part-time Reading Specialists, four classrooms for Extended Day Program students, a science lab, a computer lab, a library, and one enrichment room for art and music.

Meadows is devoted to delivery of an academic program focused on the Common Core State Standards (CCSS). We are beginning to incorporate Standards for Mathematical Practice with our existing math curriculum, and in English Language Arts we are fully implementing CCSS aligned curriculum and instruction. In each classroom one sees evidence of student-centered reading and writing instruction within a Balanced Literacy Framework. Meadows teachers, committed to implementing Writing Workshop, are increasing their knowledge and skills in conducting one-on-one and small-group student conferences. In reading, teachers are studying their students' reading behaviors using the Fountas and Pinnell Benchmark Assessment System (F&P, BAS). With this one-on-one, comprehensive assessment, Meadows teachers determine independent and instructional reading levels, group students for reading instruction, identify students who need intervention, and select texts that will be productive for students' instruction.

These data influence Meadows's continued use of a Response to Intervention (RtI) approach, which provides for strong classroom teaching combined with defined levels of intervention at every grade level. This fall, Meadows modified its RtI model in terms of: identification of students who require intervention using analyzed data from F&P, BAS; resources used to support students (books at students' instructional levels); ongoing assessments used to monitor progress and communicate with parents; and when, where, and by whom students receive intervention services. This RtI approach is an integral part of the Meadows plan to improve student achievement in reading.

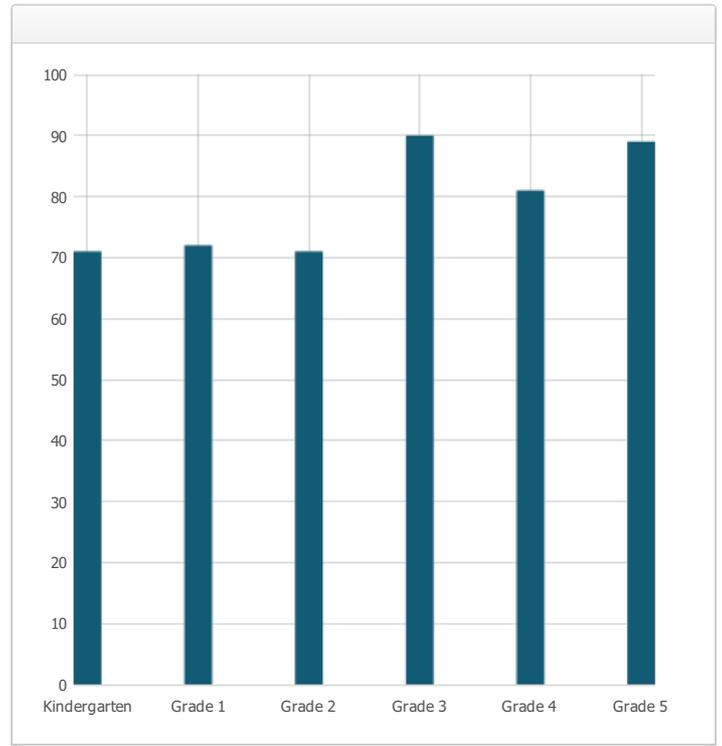
Due to generous parent support, we provide an array of educational experiences at Meadows. Our third, fourth, and fifth graders continue to use the iPads as learning tools. In the science lab, our Science Specialist provides students with hands-on experiences that nurture an appreciation for the inquiry process. Meadows students enjoy music instruction provided weekly by our band, strings, and vocal music teachers. Art lessons lead by parent docents produce smiling artists and imaginative pieces of work that adorn classroom walls. The Library Media Specialist helps students in the growing school library as a result of the PTA Annual Book Fair. During physical education, our PE Teacher has ample equipment for student use. In addition to support of these instructional programs, PTA funds enrichment in the arts, technology support, and overall capital improvements to our buildings and gardens. We are fortunate to have fantastic parent involvement at Meadows.

Meadows enjoys a 95% approval rating from parents per our annual School Site Council Parent Survey. This high level of positive regard is generated by recognition of our strong commitment to the achievement, personal growth, and happiness of every student; collaborative parent-staff relationships; motivated, high-performing students; an effective standards-based curriculum; and by school spirit and commonly held values.

Last updated: 1/15/2015

Student Enrollment by Grade Level (School Year 2013-14)

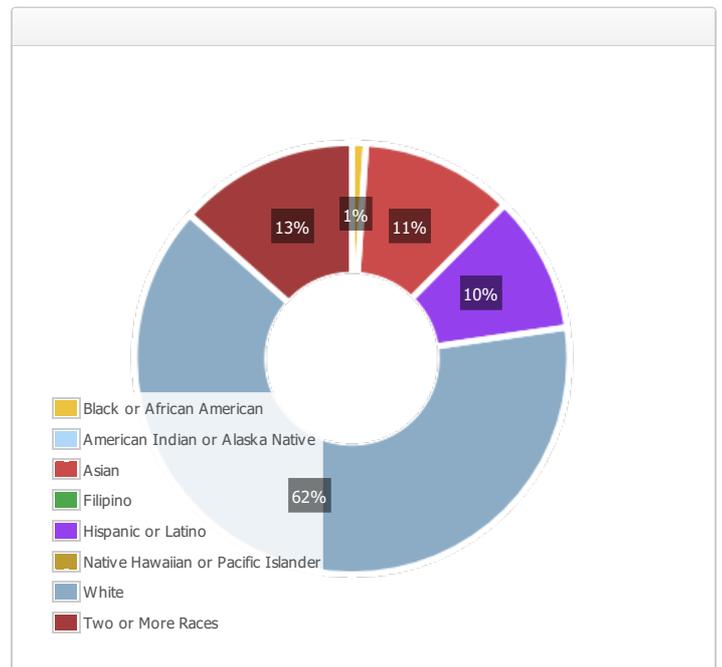
Grade Level	Number of Students
Kindergarten	71
Grade 1	72
Grade 2	71
Grade 3	90
Grade 4	81
Grade 5	89
Total Enrollment	474



Last updated: 1/13/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	11.2
Filipino	0.6
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0.0
White	62.4
Two or More Races	13.3
Socioeconomically Disadvantaged	2.5
English Learners	2.7
Students with Disabilities	6.1



Last updated: 1/13/2015

A. Conditions of Learning

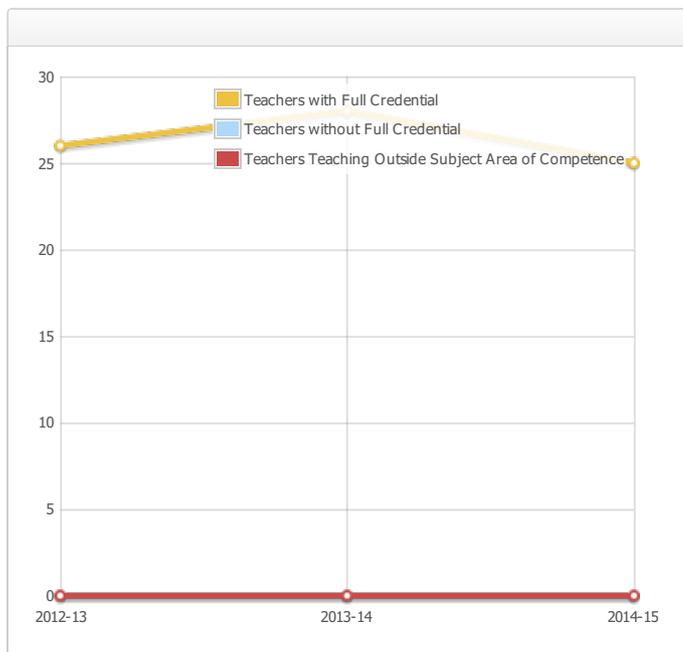
State Priority: Basic

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

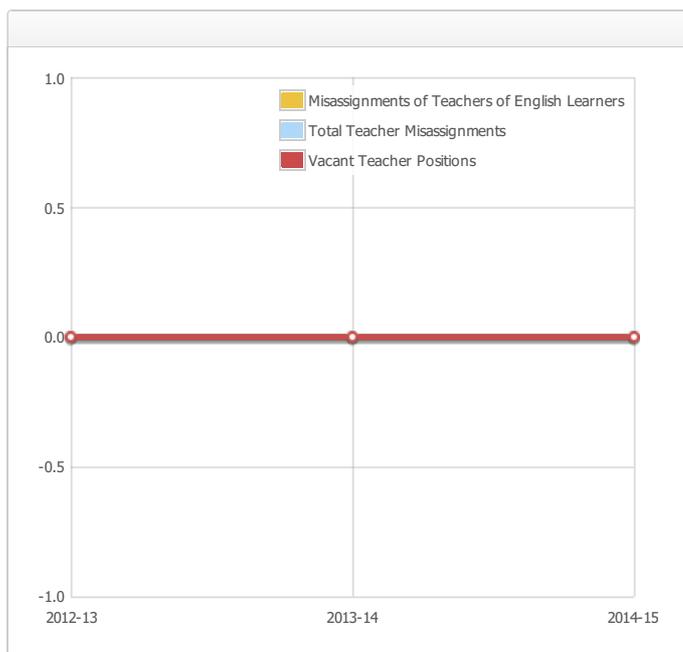
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	26	28	25	309
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/14/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Last updated: 1/14/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97	3
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	97	3

Note: 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.

Last updated: 1/13/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Mathematics	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
History-Social Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Foreign Language	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Health	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Visual and Performing Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0

Last updated: 12/16/2014

School Facility Conditions and Planned Improvements - Most Recent Year

Students, parents and staff are proud of Meadows and work hard to keep our school clean, safe and beautiful. Two full-time custodians perform basic cleaning in all classrooms, offices and restrooms and maintain all other general areas. They also ensure that any issues that arise, from gas leaks to insects to odors, are addressed immediately to the satisfaction of parents and staff. Walkthroughs by our Safety Committee also ensure that safety concerns are noticed and addressed. Our electronic work order system facilitates the timely redress of any concerns that need District level attention. Puddles and sand spills, for example, are swept regularly.

Meadows School is a locked campus during school hours. There are gates to all campus entrances. All visitors to Meadows must enter through the school office, providing staff the ability to see all people entering campus. As well, staff, parents, and students are alert to the presence of strangers at school. All adults must register with the front office and wear visitor badges. For first time visitors, the office records the adult's driver's license number and keeps it on file. Adults not wearing badges are courteously confronted by staff and directed to the school office for badges. Students must travel in pairs to all destinations on campus and must possess passes indicating staff permission to be out of the classroom or off the playground. A person authorized to do so must sign all students in and out at the office. Students are not released to adults from classrooms. In addition, kindergartners, first and second graders are released from the classrooms after school only to authorized adults. Teachers and paraprofessionals supervise the campus before school and during all recesses. To ensure their safety, students not participating in the Extended Day Program must leave immediately after school. As a result of monthly emergency drill practices, students and teachers are proficient at implementing the emergency procedures, which address the presence of danger on campus.

Through judicious use of school space, classrooms and offices exist for all school functions and purposes, supporting teaching and learning for all students. Meadows has 20 regular classrooms, a Learning Center, a science lab, a computer lab and a library, as well as offices for our school counselor, school psychologist, special education teachers, speech and language teachers, computer specialist teacher and Reading specialists, and RtI Reading classroom space. Instrumental and choral music classes are taught in the Meadows Cafetorium, EDP classroom, Music Room and the Science Lab. Our sixty-year old school was remodeled 15 years ago, resulting in functional, beautiful classrooms, offices and outside spaces. Just last summer Meadows was completely repainted, so it looks fresh and new again. Meadows School Beautification Committee has provided California native gardens, benches, flower-filled pots, tile walls and colorful murals, which add to Meadows' charm. An upper and lower playground, as well as a kindergarten playground, provide age-appropriate and, therefore, safe recreational activity.

Last updated: 1/13/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Data collected: 12/16/14
Interior: Interior Surfaces	Good	Data collected: 12/16/14
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Data collected: 12/16/14
Electrical: Electrical	Good	Data collected: 12/16/14
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Data collected: 12/16/14
Safety: Fire Safety, Hazardous Materials	Good	Data collected: 12/16/14
Structural: Structural Damage, Roofs	Good	Data collected: 12/16/14
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Data collected: 12/16/14

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/13/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	94	97	90	91	91	92	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/13/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	92
All Students at the School	90
Male	85
Female	94
Black or African American	
American Indian or Alaska Native	
Asian	93
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	92
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	45
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/13/2015

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	89%	89%	91%	88%	90%	89%	54%	56%	55%
Mathematics	87%	89%	91%	81%	82%	80%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	84%	84%	83%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/13/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	8	8	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/13/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	9	5	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	19	4	8
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/13/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.5%	26.4%	57.5%

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.

Last updated: 1/13/2015

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 - Most Recent Year

Contacts (2014-2015):

Principal, Katherine Whittaker Stopp - kstopp@mbusd.org
 PTA President- Becky McCalla – 310- 418-6505
 School Site Council Chair, Katherine Stopp
 Meadows' PTA website: <http://meadowsschool.org>

Many opportunities for meaningful participation and collaboration exist at Meadows, such as the Parent-Teacher Association, the Technology Committee, School Site Council, Growing Great, Young At Art, Student Council, the Manhattan Beach Education Foundation and the Special Education Task Force. These entities, as well as others, empower all participants, resulting in excellent educational and healthy emotional outcomes. Parents may contact the Meadows Office at 310: 546-8033 in order to be put in contact with the leaders of these organizations for purposes of participation. We welcome your interest and help!

State Priority: Pupil Engagement

Last updated: 1/13/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

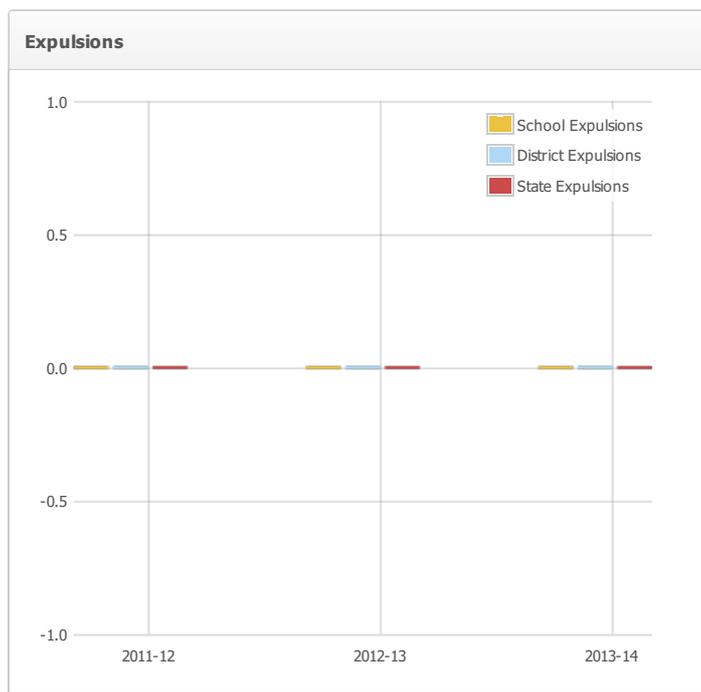
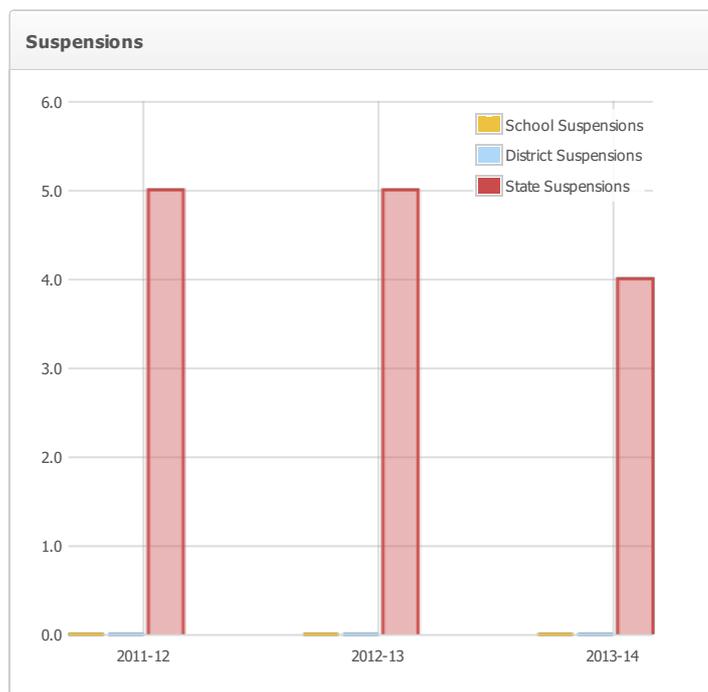
State Priority: School Climate

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	0.00	0.60	0.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/14/2015

School Safety Plan - Most Recent Year

Date of Last Review/Update: October 10, 2014 **Date Last Discussed with Staff:** October 10, 2014

Meadows has a comprehensive plan for dealing with fire, earthquake, and shelter in place / lockdown emergencies. Developed by staff, parents, and city fire and police departments, the plan outlines evacuation and communication procedures and lists staff responsibilities for search and rescue, first aid, and student management. In addition to the formal review date above, provisions of the safety plan are reviewed at our staff meetings and updated regularly based on continuing lessons learned from drills. Students and staff participate in these monthly emergency drills. The District has a comprehensive school safety plan that includes policies and procedures dealing with the status of school crime, the reporting of child abuse, disasters, suspension and expulsion, sexual harassment issues, school wide dress codes, and safe ingress and egress of pupils, parents and school employees to and from school. The attention of our Safety Committee and continued monitoring by the custodial staff, as well as by staff, parent, and student feedback, ensure the regular and continued maintenance of a safe and orderly school environment. Safety information is reviewed regularly with staff as well as frequently with parents via the weekly Principal's Newsletter. The parent- and teacher-staffed School Safety Committee, which oversees this plan along with the PTA, periodically updates and reorganizes the contents of the earthquake bin and classroom emergency supplies, including portable classroom toilets, emergency power, MRE, tools, water and other necessities.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		No
Met Participation Rate - English-Language Arts		Yes
Met Participation Rate - Mathematics		Yes
Met Percent Proficient - English-Language Arts		No
Met Percent Proficient - Mathematics		No
Met Graduation Rate		Yes

Last updated: 1/14/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	14.3%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/14/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.3	0	3	0	22.0	3			24.0		3	
1	20.8	4	0	0	24.0		3		24.0		3	
2	23.0	0	3	0	20.0	2	2		24.0		3	
3	24.0	0	4	0	24.0		3		23.0		4	
4	31.0	0	3	0	30.0		3		27.0		3	
5	29.0	0	3	0	31.0		3		30.0		3	
6												
Other												

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

Last updated: 1/13/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

* 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.

Last updated: 1/14/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,061	\$3,484	\$5,577	\$72,434
District	N/A	N/A	\$3,802	\$71,555
Percent Difference – School Site and District	N/A	N/A	47.00%	1.00%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	18.90%	6.90%

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

Last updated: 1/15/2015

Types of Services Funded (Fiscal Year 2013-14)

Beach Cities Health District-PE instruction, counseling, and health assistants **\$273,891.56**

Chevron Futures Institute-Grant to support STEM at MBMS. The grant will be utilized to purchase equipment including wind tunnels, gas chromatographs, earthquake boards and optical testing tables and also support curriculum provided by the Catalina Island Marine Institute. **\$70,289.36**

Economic Impact Aid (ELL)-Curriculum and instruction for students identified as second language learners **\$51,996.58**

Manhattan Beach Extra (MBX)-Non-profit organization that contributes to athletics, physical education, and certain academic enrichment programs of the Manhattan Beach Unified School District **\$258,827.43**

Manhattan Beach Education Foundation-Non-profit organization that provides approximately \$4.9 million annually to pay for a variety of critical programs that would not be possible through public funding **\$4,904,011.16**

PTA/PTSA-Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education **\$856,815.28**

State Lottery Revenue-A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils. **\$978,433.73**

Title I, Part A - Accountability-Federal funds used at MCHS to target assistance for students who have been identified as failing, or most at risk of failing, the state's academic content standards **\$122,606.12**

Title II, Part A - Improving Teacher Quality-Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators **\$137,364.64**

Last updated: 1/15/2015

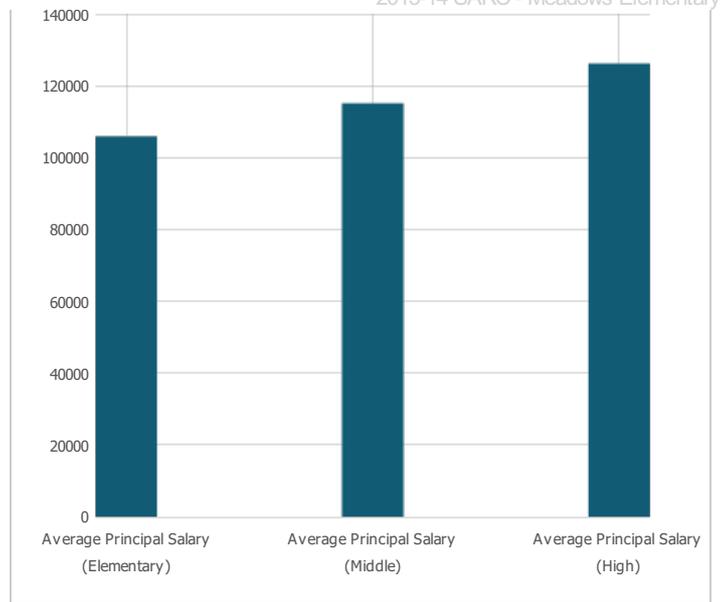
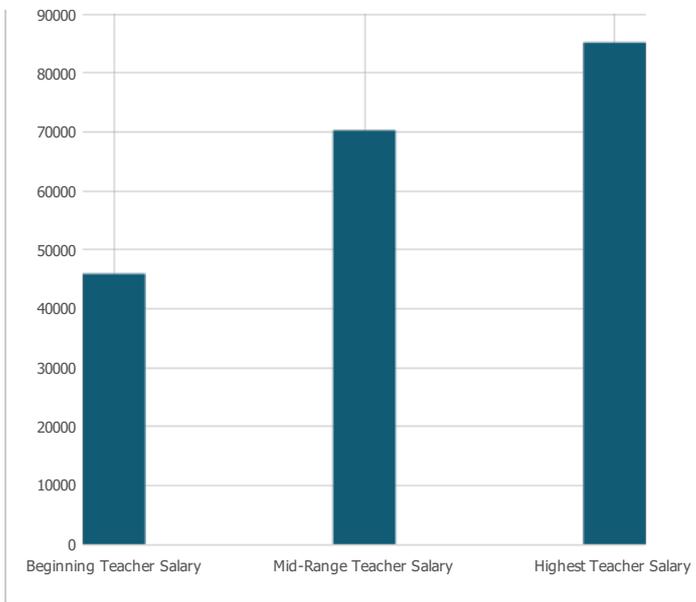
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$41,243
Mid-Range Teacher Salary	\$70,246	\$64,893
Highest Teacher Salary	\$85,158	\$83,507
Average Principal Salary (Elementary)	\$105,923	\$103,404
Average Principal Salary (Middle)	\$115,121	\$109,964
Average Principal Salary (High)	\$126,183	\$120,078
Superintendent Salary	\$207,618	\$183,557
Percent of Budget for Teacher Salaries	39.0%	40.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/13/2015

Professional Development – Most Recent Three Years

The Manhattan Beach Unified School District recognizes the importance of offering high quality staff development opportunities for all personnel. In 2014-2015, the District will provide five contractual staff development days for all classroom teachers and the equivalent of two additional full days. Throughout the academic year, professional development activities focus on student achievement by providing staff with opportunities to learn skills and strategies that facilitate student growth in meeting the Common Core State Standards. In addition, the faculty examines performance data and identifies gaps in student learning on a regular basis. There is an emphasis on sustained, ongoing articulation among the elementary, middle, and high schools in the areas of English Language Arts and Math. Additional areas of focus for staff development have included designing and modifying curriculum, improving instructional strategies, technology integration and differentiating instruction. Through District and site funding for teacher professional growth, instructors and other staff have opportunities to attend conferences, participate in workshops, and observe other teachers. In addition, the District and individual school sites provide staff development opportunities during the day and outside of school hours.

Manhattan Beach Unified School District is a member of the South Bay Beginning Teacher Support and Assessment (BTSA) Consortium. The BTSA program provides mentoring for first and second year educators new to the teaching profession as a critical component of the teacher credentialing process. Teachers in this program attend a variety of training opportunities and are coached and supported by their mentor teacher.

Meadows instructional staff participates in professional development focused on implementation of CCSS in ELA. Teachers are in peer focus groups, studying components of Balanced Literacy. Additionally, teachers further develop their understanding and integration of Writing Workshop Conferencing through release time for classroom observations, professional dialogue, coaching, and collaboration. Monthly staff meetings are used for professional development and all teachers work together in weekly grade level teams for 1.5 hours to discuss and apply what they learned to support student achievement. The principal and PTA provide additional support for teacher staff development as needed.

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