

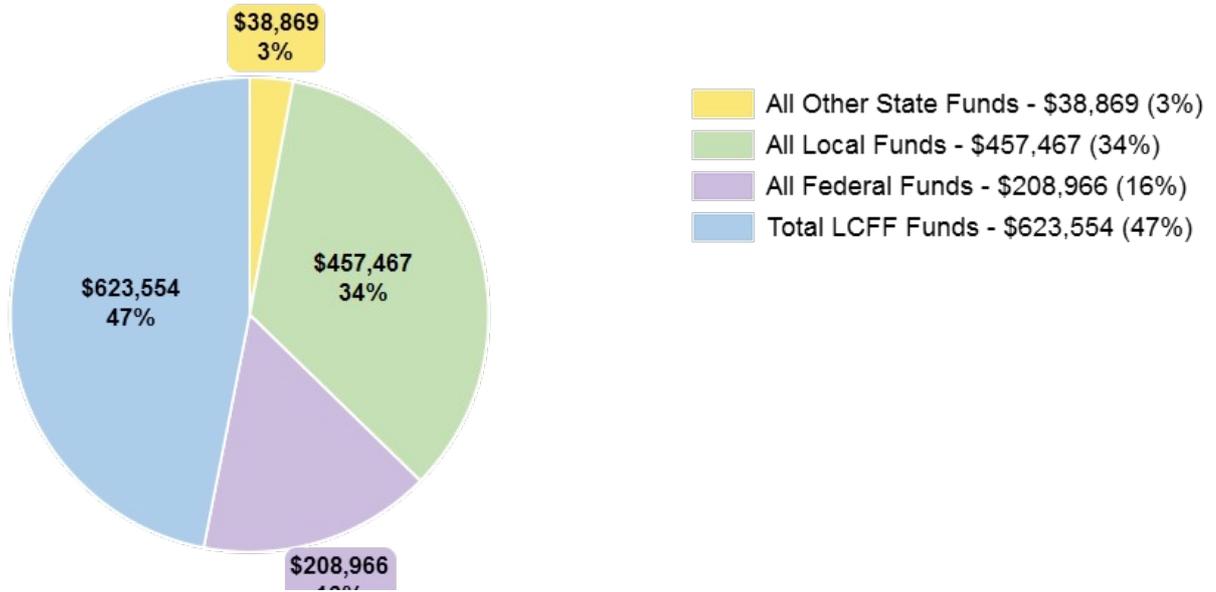
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Meridian Elementary  
 CDS Code: 51714150000000  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA Contact Information: Martin Ofenham | martyo@sutter.k12.ca.us | 5306962604

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

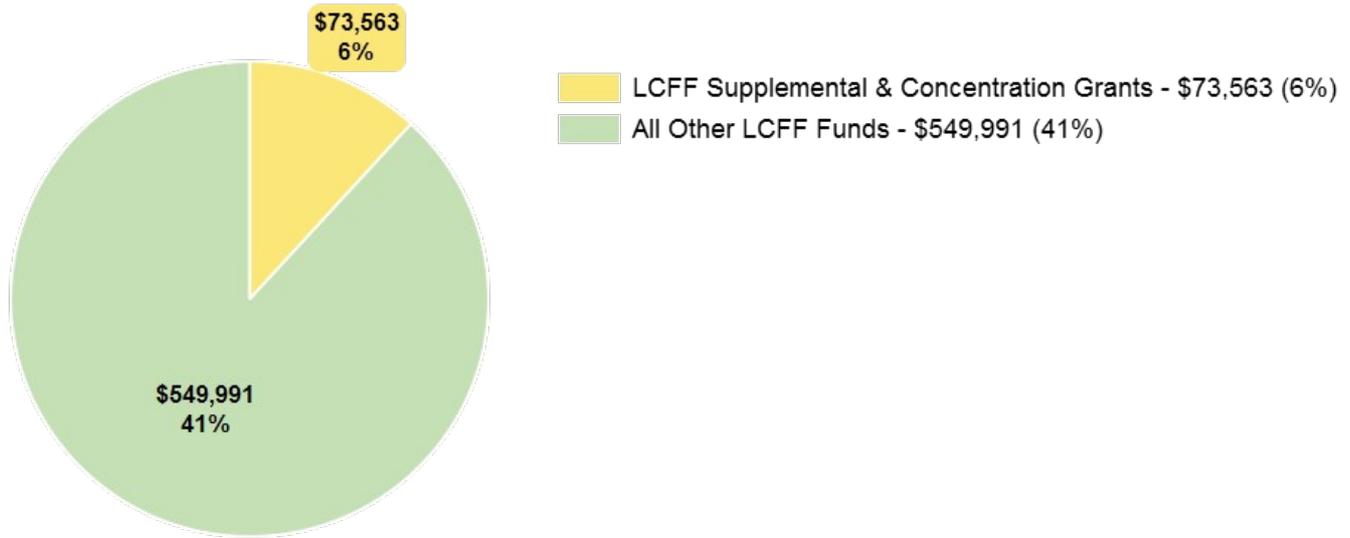
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$38,869	3%
All Local Funds	\$457,467	34%
All Federal Funds	\$208,966	16%
Total LCFF Funds	\$623,554	47%

## Breakdown of Total LCFF Funds



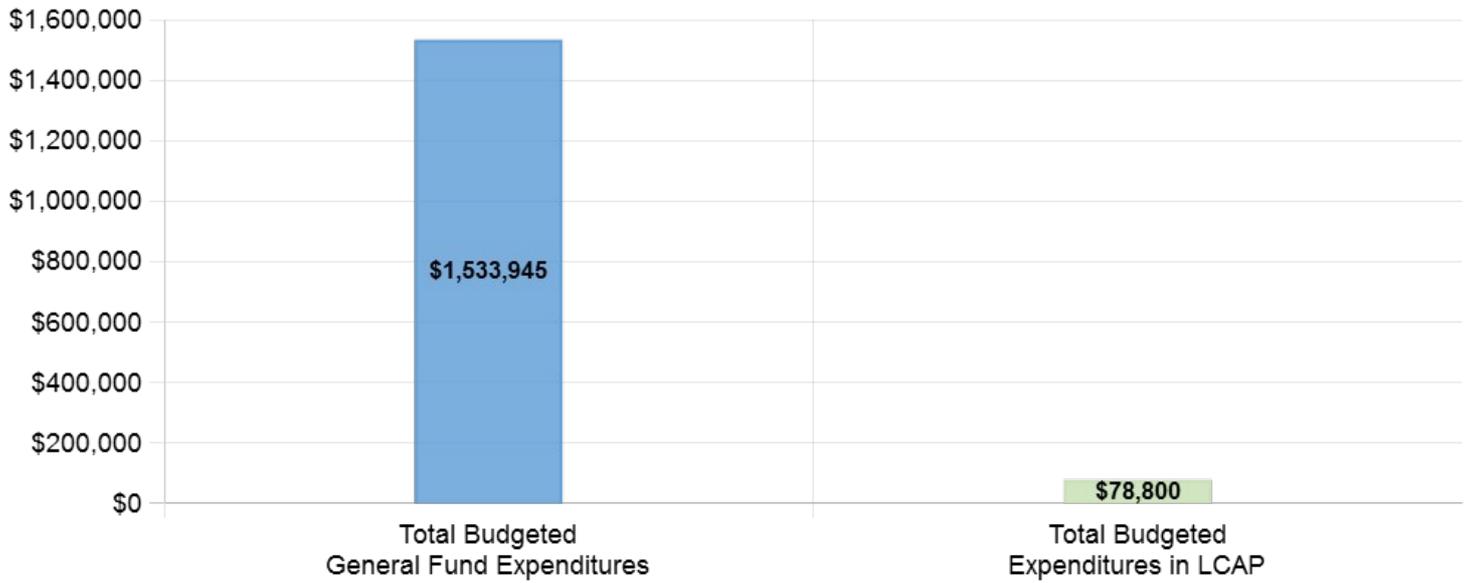
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$73,563	6%
All Other LCFF Funds	\$549,991	41%

*These charts show the total general purpose revenue Meridian Elementary expects to receive in the coming year from all sources.*

The total revenue projected for Meridian Elementary is \$1,328,856, of which \$623,554 is Local Control Funding Formula (LCFF), \$38,869 is other state funds, \$457,467 is local funds, and \$208,966 is federal funds. Of the \$623,554 in LCFF Funds, \$73,563 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$1,533,945
Total Budgeted Expenditures in LCAP	\$78,800

*This chart provides a quick summary of how much Meridian Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Meridian Elementary plans to spend \$1,533,945 for the 2019-20 school year. Of that amount, \$78,800 is tied to actions/services in the LCAP and \$1,455,145 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures not in the LCAP are those of general operating expenses, supplies not associated with actions not delineated in actions of the LCAP. The other expenditures are for general maintenance, utilities and salaries of the certificated and classified staff that are not associated with the LCAP goals, actions and expenditures.

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Meridian Elementary is projecting it will receive \$73,563 based on the enrollment of foster youth, English learner, and low-income students. Meridian Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Meridian Elementary plans to spend \$76,800 on actions to meet this requirement.

## Update on Increased or Improved Services for

# High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



### Source

### Funds

Total Budgeted Expenditures for High Needs Students in the LCAP	\$77,500
Estimated Actual Expenditures for High Needs Students in LCAP	\$47,456

*This chart compares what Meridian Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Meridian Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Meridian Elementary's LCAP budgeted \$77,500 for planned actions to increase or improve services for high needs students. Meridian Elementary estimates that it will actually spend \$47,456 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$30,044 had the following impact on Meridian Elementary's ability to increase or improve services for high needs students:

The reason comes in the area of Sutter County Superintendent of Schools projections of coaching needs of \$35,000 that were not needed as the change in administration and leadership which was able to deliver needed coaching at no cost.

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Meridian Elementary

## Contact Name and Title

Martin Ofenham

Superintendent/Principal

## Email and Phone

martyo@sutter.k12.ca.us

5306962604

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Meridian Elementary School District is a rural single-school district located in western Sutter County along the winding Sacramento River that serves students Transitional Kindergarten through Grade 8. Meridian is a unique small rural public school with rigorous academic programs, enriching daily programs that include Art, Music and Robotics. New Mathematics curriculum has recently been adopted and approved by the Board in 18-19 and we are implementing a new NGSS/Outdoor Education aligned curriculum as well as a newly adopted History/Social Studies curriculum. Each teacher is qualified to teach multiple grade levels and multiple subjects to give each student a well-rounded academic education.

The school enrollment averaged 46 students in 18-19 and look to increase to over 50 in 19-20 with a capacity of 120 students. Each class is multiple grade level with at least one teacher who is well-qualified and appropriately credentialed to instruct the students.

The Meridian Elementary School District student body is 77% socioeconomically disadvantaged, 36% English learners, 59% Hispanic, 35% white, and 6% are students with disabilities.

### LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Due to the focus on ongoing instructional collaboration for teachers, there were increases in student scores as reflected on ELA and Math CAASPP. This will continue as we fully implement a new schedule that adds a second minimum day each month for staff collaboration.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The greatest progress for the school and district is that there has been enough growth to bring the school out of Differentiated Assistance. In addition, preliminary results indicate that the growth is continuing. Our analysis of the students' growth over the course of the year indicates that changes in curriculum in Mathematics and full and faithful implementation of the ELA curriculum have had positive changes in student growth individually and overall. We were able to fulfill the commitment to assessments on an ongoing basis which allowed us to meet with each student to analyze his/her growth and create an ownership and interest in growth which enhanced the success of the student engagement and commitment.

We will continue these strategies in the upcoming year. A newly instituted afternoon schedule that will continue in the 19/20 school year that gives us more targeted intervention is essential to the progress our English Learners and Socioeconomically Disadvantaged students specifically along with the population at large.

Lastly, the school has not had properly aligned curriculum to meet state standards and we will be implementing curriculum that meets those needs. this year as well.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

The greatest needs for Meridian Elementary according to the 2018 California Dashboard are in the areas of Chronic Absenteeism and that although there has been academic progress in the overall scores in ELA and Mathematics, those are still in the Yellow. We are looking forward to analyzing the progress to level 3 (meeting standard) on the CAASPP so we can target the areas to bring us into the green and blue bands.

As for Chronic Absenteeism, we are focusing on ways to incentivize student attendance and ways to support our families to get students to school on a regular basis. We are also looking at how we can better help with health issues to prevent longer times out with illness.

Part of this success will depend on how we improve parent/guardian communication and actions to increase parent/guardian participation and provide more opportunities for those interactions.

The district did not meet implementation of academic standards for two years. In 19/20 we will be purchasing Science materials that are aligned with NGSS standards with a plan for that implementation that includes collaboration and professional development.

Also, the district purchased Social Studies/History materials after the school year that have been approved by the state and county. The purchase includes a full implementation plan for the 19/20 school year.

These actions along with the second year implementation of Go Math and Go Math Middle School along with the coaching that goes with that program will ensure the full implementation of academic standards. Our data from STAR and embedded assessments will monitor the success of the programs.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

There is a performance gap in the math indicator between "All Students" and our "Socioeconomically Disadvantaged" students. "All Students" scored 71.1 points below standard which represented an increase of 9.5 points. However, the "Socioeconomically Disadvantaged " students scored 107.9 points below standard. We will add intervention time in the afternoons and as a part of our LCAP actions, we will have a one hour after school program that specifically benefits this student group. We will also focus our analysis in assessments to target prerequisite skills that have not been mastered.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Meridian Elementary was not identified for CSI.

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

# Annual Update

## LCAP Year Reviewed:

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Meridian Elementary School District will provide conditions of learning that will develop College and Career Ready students

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

## Annual Measurable Outcomes

### Expected

Maintain fully credentialed and appropriately assigned teachers

Maintain standards-aligned instructional materials in ELA/ELD and math

### Actual

All teachers are properly credentialed and assigned at all grade levels.

New math adoption along with already implemented ELA meet this outcome.

**Expected**

Evaluate the relative success of two units of study implemented in the prior year.  
Evaluate new instructional materials on the SBE approved materials list.  
Consider using the Toolkit if available. Consider piloting materials.

Continue review of materials presented to SBE for recommendation.  
Consider piloting materials

Maintain facilities in good repair as per Facilities Inspection Tool

Maintain broad course access for all students

Collaborate on: evaluating and refining the vision for science in all grades, expectations and support for expanding units of study to fully implement grade level standards, and evaluate and improve parent engagement for NGSS

**Actual**

The SCSOS STEM coach worked with the Educational Specialist for the Meridian Outdoor Science/NGSS program to review materials for potential adoption.

SCSOS Coach reviewed materials for piloting in November of 2018 and the staff piloted IMPACT and National Geographic materials for the remainder of the 2018/2019 school year.

All is in good or better except the floors in the cafeteria and office need repair or replacement considered.

This was accomplished through the implementation of multiple elective classes for all students and ensuring that Social Studies and Science are consistently taught.

Implementation of the Outdoor Science and Community Education program and review of upcoming adoption of science materials have accomplished this goal.

**Expected**

Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science

Re-evaluate the current mentorship for the Principal/Superintendent.

**Actual**

Between SCSOE coaching and Go Math coaching with our adoption, we have had ongoing coaching throughout the year and staff development around all new areas. We also have been piloting Social Studies materials that will also be adopted for the 19/20 school year.

Mentorship support was provided as needed.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Maintain fully credentialed and appropriately assigned teachers and provide stipends to support teacher attendance at professional learning after school hours.

Maintained fully credentialed and appropriately assigned teachers. Three teachers participated in the TCIP program and two completed year two and have cleared their credentials and one completed year one. All are properly credentialed and assigned per California Education Code.

Instead of stipends for teachers, coaches came to the school during school hours and substitutes were provided for release time.

\$16,500

\$4505 - Ca Go Math Coach (PD)  
\$720 - Cost of Substitutes for PD

## Action 2

### Planned Actions/Services

Maintain standards-aligned instructional materials in ELA/ELD and math

### Actual Actions/Services

Maintained standards-aligned instructional materials. Adopted new mathematics program - Go Math and Go Math Middle School.

### Budgeted Expenditures

\$1000

### Estimated Actual Expenditures

\$13,822 for new math curriculum

## Action 3

**Planned Actions/Services**

Site level planning time dedicated to science

SCSOS Educational Services support for evaluating relative success of new units, possibly expanding the development or acquisition of additional units of study. Review key components of tools like the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 throughout the process

SCSOS Educational Services support on-site for supporting NGSS-aligned instructional practices and identifying areas of focus for support

**Actual Actions/Services**

Coaching for the new Education Specialist in the Outdoor Science & Community Education was provided individually throughout the year to ensure alignment to NGSS standards.

**Budgeted Expenditures**

\$5000

**Estimated Actual Expenditures**

\$3825 - SCSOS Coaching for Science Program for NGSS alignment and curriculum development \$110 - Science in the River City Conference for Ed. Specialist professional development

**Action 4**

**Planned Actions/Services**

Review History/Social Science instructional materials available for adoption

**Actual Actions/Services**

We piloted Impact (K-6) and National Geographic (7/8) programs for potential adoption.

**Budgeted Expenditures**

\$2000

**Estimated Actual Expenditures**

\$0

### Action 5

**Planned Actions/Services**

\$2000

**Actual Actions/Services**

Maintained facilities per inspection tool.

**Budgeted Expenditures**

\$2000

**Estimated Actual Expenditures**

\$2000 - General Fund

### Action 6

**Planned Actions/Services**

Maintain broad course access for all students

Modernize 4 teacher laptops

All students will be exposed to computer literacy classes one day per week

Continue ongoing licenses for Accelerated Math and Accelerated Reader

Visual and Performing Arts (VAPA) and music experiences will be provided based on a volunteer service through the arts council which supplement classroom experiences

**Actual Actions/Services**

Two of four teacher laptops were modernized/replaced.

Students had individual Chromebooks for computer literacy and coding in Robotics.

Continued licenses to Accelerated Math and Accelerated Reader.

VAPA classes in Art and Music were taught by staff throughout the year (paraprofessional).

The Student Services Coordinator position was eliminated.

PE and health was offered to all students 200 minutes every 10 days.

**Budgeted Expenditures**

\$10000

**Estimated Actual Expenditures**

\$601 - Music Personnel cost; \$4263 - (Robotics) and \$32 for batteries; \$1030 Updated Teacher laptops; \$394 for Art Supplies; Student Chrome books and carts - \$7702 (REAP); Lexia/Reading Plus/Reading Licenses - \$3875; Field Trips for NGSS & Community Education - \$410 -

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue VAPA/drama activities using a paraprofessional

Student Services Coordinator and paraprofessional will support classroom instruction throughout the week

PE and health will be offered to all students 200 minutes every 10 days

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction

SCSOS Educational Services support for evaluating initial implementation efforts, expanding NGSS-aligned units of study, and planning for continued or improved parent engagement

Continued SCSOS support for professional learning for administrators

New afternoon rotation schedule ensures that all students receive science instruction 3x weekly. All science activities are connected directly to NGSS standards. The planning time occurred during minimum days and after school to analyze potential new schedule to ensure minutes.

SCSOS Educational Services support was provided to the Educational Specialist to expand the NGSS-aligned units of study. We had two Parent evenings to communicate about the newly aligned program.

SCSOS supported administration as needed.

See Goal 2.1

No Expenses

## Action 8

### Planned Actions/Services

Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction

### Actual Actions/Services

The Local Indicator Tool indicated progress by students in ELA and Mathematics by

### Budgeted Expenditures

See goal 2.1

### Estimated Actual Expenditures

No Expenses

**Planned Actions/Services**

Teachers will continue to participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools

Customized professional development from Sutter County Superintendent of Schools will continue to be provided on-site to support teachers in all content areas

Re-evaluate the need to provide teachers 2 additional hours per week in order to plan for instruction, work on lesson plans, and analyze data in order to provide best first instruction

Re-evaluate the need for SCSOS Educational Services coordinator to be on site for approximately 2 days a week to support teachers and administration with lesson

**Actual Actions/Services**

using the STAR test indicating that standards - aligned instruction is effective.

Teachers did not participate in Grade-Level Summits.

Professional Development from SCSOS continued in NGSS standards and Google Classroom.

The need to provide teachers 2 additional hours per week to plan for instruction was not needed.

The need for SCSOS Educational Services coordinator on site was not needed.

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

observations and feedback, co-teaching, lesson plan support, and data analysis

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 9**

**Planned Actions/Services**

Provide ongoing mentorship for administrator in curriculum, board relations, and effective management strategies

Consultant will provide detailed notes of status and progress to Board of Trustees

**Actual Actions/Services**

This continued on an as-needed basis. Approximately 3 meetings this year for help in developing Board workshop, Superintendent's Evaluation tool and Administrative support.

**Budgeted Expenditures**

\$10,000

**Estimated Actual Expenditures**

\$1300 Source 0000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

There was a significant change in both leadership and instructional staff. There is a new Superintendent/Principal and three out of the four teaching staff are different. This has led to a more cohesive staff, which also includes all classified staff as we work together to achieve shared goals. Restructuring of the daily schedule has resulted in a broad range of courses and opportunities for all students to participate in learning they had not previously participated.

The coaching and collaboration were more closely designed to maximize learning for the staff and improved instruction for the students. We have seen more consistent growth of students throughout the year based on baseline data and ongoing assessments. All of these we hope will lead to further achievement on the state testing this year with results coming in the fall.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The greatest need was for a shift in school culture and realizing a shared goal perspective by all staff, Board and community. This was partially achieved this year as the focus was more at the school level and some with the Board of Education.

The implementation of truly standards-aligned instruction and implementation of an assessment plan to monitor student progress throughout the year brought several successes. The STAR testing showed students made more than one year's growth in 47% of the students in ELA and more than one year's growth in 62% of students in mathematics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As this was an LCAP plan that was created before the change in leadership, the difference in Budgeted Expenditures and Actual Expenditures are due to a difference in vision and implementation of goals and actions. These will likely continue into the 19/20 school year.

Actions 1, 4 and 9 had material decreases in expenditures as the teachers did not receive stipends as coaching was done during school hours; there was no cost to review or pilot the History/Social Studies materials; and, the Superintendent/Principal did not require the needed mentorship by the consultant as the previous administrator.

The increase in actions 2 and 6 were due to purchase of curriculum for Mathematics that made the entire school implementing the same curriculum instead of three which also better align to state standards. The expenditures in action 6 were due to implementation of Robotics, Art and Music classes that did not previously exist.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 1 - stipends will be eliminated in 19/20.

Action 6 - the Student Services Coordinator position was eliminated

Action 6 - In moving forward, VAPA will be paid positions in 19/20.

Action 7 - Actions will be combined with Goal 1, Action 3

Action 8 - the teachers will not participate in Grade - Level summits and there was not a need for two extra hours of planning time.

# Goal 2

Meridian Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 4, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth

Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth

### Actual

The Fall Dashboard shows that "All Students" in 3rd to 8th grade are in the yellow performance category and the average student scored 57.9 points below standard. This represents an increase of 27.2 points.

Although there is still a gap between "All Students" and "Socioeconomically Disadvantaged" students, the 2018 Fall Dashboard data shows that Socioeconomically Disadvantaged students are in the orange performance category, and the average student scored 92.4 points below standard. This represents an increase of 15.7 points from the previous year.

**Expected**

Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth

Local ELA Data - establish baseline data in ELA

Re-evaluate assessment plan and update as needed

Local Math Data- Establish baseline data.

Re-evaluate assessment plan and update as needed

Reclassify an additional 3 students

**Actual**

2018 Fall Dashboard data and the dashboard showed an increase of 9.5 points average leaving the average student at 71.1 points below standard in Mathematics.

Baseline data was established through consistent assessments using the STAR test as a baseline.

The assessment plan was adjusted to include baseline data at the beginning of the year and/or when new students enter the district. We also implemented assessments at the 3, 6, 12, 18 week marks and end of the year along with the state testing to monitor student growth to inform instruction and instructional needs.

Baseline data was established through consistent assessments using the STAR test as a baseline.

The assessment plan was adjusted to include baseline data at the beginning of the year and/or when new students enter the district. We also implemented assessments at the 3, 6, 12, 18 week marks and end of the year along with the state testing to monitor student growth to inform instruction and instructional needs.

No students were reclassified in 18/19.

**Expected**

Re-evaluate based on ELPAC data

Students receive daily Designated EL services from a credentialed teacher. Reevaluate the current reclassification and update as needed to include ELPAC data

Await guidance from the State

Formal after school program for targeted students (unduplicated students) in all categories that include specific instruction and intervention as needed and determined by assessment and teachers direction. Students will also be provided transportation home as well.

**Actual**

Fall Dashboard data shows that EL students at level 4 were 38.9 percent. EL students were 95.9 points below standard which represents an increase of 13.1 points.

Students receive daily dedicated ELD instruction in small groups for designated ELD students.

API has been replaced with an updated accountability system. This system is the California Schools Dashboard.

The after school program ran all year with help for students as needed.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 ELA CAASPP data with SCSOS Educational Services coordinator and administration. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of CAASPP

Provide the Meridian School District Board of Trustees updates as to growth targets provided by the state and local growth targets established by teachers and administration

Conference with all students to reflect on previous data and set goals for the 2017-18 ELA CAASPP test

The Board was updated with all data and the staff reviewed student results.

Students are conferenced with on an ongoing basis as to their levels of expectations and motivation to achieve on the CAASPP testing. Students in all grade levels that test are practicing with released and practice items so they are ready with feedback for the questions and material covered on the CAASPP test.

Monthly minimum days give the staff opportunities to collaborate and analyze data.

\$15000

\$0 - No expenses in this area

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Teachers will provide students within their class who fall into the "Socioeconomically Disadvantaged" student group in ELA an action plan of support and monitoring.

Teachers, instructional coach (SCSOS) and administration will weekly discuss the progress of students and plan for instruction accordingly

Teachers will conference with students each trimester and set measurable goals with students and reflect with students throughout the year

Teachers met with students who fall into the "Socioeconomically Disadvantaged" student group a plan of action in supporting and monitoring progress and learning goals.

Teachers and administration met after each assessment cycle to discuss the progress of students and plan for instruction and intervention accordingly.

Teachers conferenced with students on the assessment cycle more often than each trimester and set growth goals according to STAR results.

See goal 2.1

\$0 - No expenses

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 Math CAASPP data with SCSOS Educational Services coordinator and administration. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of CAASP

Provide the Meridian School District Board of Trustees updates as to growth targets provided by the state and local growth targets established by teachers and administration

Conference with all students to reflect on previous data and set goals for the 2017-18 Math CAASPP test

Teachers and administration meet to analyze Math CAASPP data, STAR data and embedded assessments to drive instruction and determine intervention needs for students with gaps in learning and achievement.

The Meridian School District Board of Trustees were updated on an ongoing basis during the year as to data detailing student growth and gaps.

Students were conferenced with at each assessment cycle to celebrate progress and encourage growth in specific areas of need.

See goal 2.1

\$0 - No expenses

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Teachers will provide socioeconomically disadvantaged students in their class an action plan of support and monitoring math progress.

Teachers, instructional coach (SCSOS) and administration will meet weekly to discuss the progress of students and plan for math instruction accordingly

Each trimester teachers will conference with students and set measurable goals with students and reflect with students throughout the year

Teachers met with students who fall into the "Socioeconomically Disadvantaged" student group a plan of action in supporting and monitoring progress and learning goals.

Teachers and administration met after each assessment cycle to discuss the progress of students and plan for instruction and intervention accordingly.

Teachers conferenced with students on the assessment cycle more often than each trimester and set growth goals according to STAR results.

See goal 2.1

\$0 - No expenses

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Teachers will create baseline data using Wonders and StudySync publisher assessments.

Individually and within teams, teachers will analyze ELA/ELD assessment data and use the results to guide classroom instruction, monitor student needs, research best practices, and plan for appropriate interventions.

A common tracking sheet will continue to be used in order to easily track student needs

Teachers will have fidelity to the adopted ELA/ELD curriculum

Continue Academic Vocabulary Toolkit implementation in 3rd-6th grade. Consider providing access to Kindergarten and 1st-2nd Grade students as well as 7th and 8th Grade students

Teachers used the baseline assessments in Wonders and StudySync along with STAR to create baseline data.

Teachers and administration analyzed ELA/ELD assessment data to guide instruction, targeted student needs and collaborated as to instructional practices and targeted intervention cycles and instruction.

STAR reports and shared data sheets were used to track student needs.

Fidelity to curriculum is now a school/district norm without deviation.

The Academic Vocabulary Toolkit was not implemented in 3rd-6th grade. There was not activity in this planned action in K-2 or 7/8.

\$5,000

\$0 - No expenses

## Action 6

**Planned Actions/Services**

Kindergarten–Grade 6 teachers will work with SCSOS Educational Services coordinator and administration to identify which Wonders unit assessments will be administered. An assessment plan will be created to include common testing dates

7th–8th Grade teachers will work with SCSOS Educational Services coordinator and administration to identify which StudySync unit assessments will be administered. An assessment plan will be created to include common testing dates

Common testing protocol will be established and followed

A pacing guide will be provided by SCSOS and followed by teachers that includes weeks of instruction, testing windows, and due dates of assessment data

**Actual Actions/Services**

All the unit tests are given on an ongoing basis. For the Wonders curriculum and Study Sync, we coordinated the baseline assessments and use the STAR ELA to determine independent growth. We will give the end of year assessments in the ELA curriculum to determine percentage growth to see if students are achieving. Everything here was done and accomplished.

The common testing protocols and administration timelines were established and followed.

The teachers followed the recommended pacing guide provided by TE in Wonders and StudySync including instructional weeks, testing windows and assessment data timelines.

Teachers conferenced with students to create goals and

**Budgeted Expenditures**

\$5000

**Estimated Actual Expenditures**

\$0 - No expenses

**Planned Actions/Services**

Teachers will conference with students in order to create goals for all unit assessments. Following each assessment, teachers will again conference with students in order to reflect on growth and determine what action steps and resources are available for students to meet future goals

**Actual Actions/Services**

then to go over assessment results to reflect on growth and needs.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Individually and within teams, teachers will continue to analyze math assessment data and use the results to guide classroom instruction, monitor student needs, research best practices, and plan for appropriate interventions

A common tracking sheet for teacher use will continue to be used in order to easily track student needs

Teachers will continue to have fidelity to the adopted math curriculum

Teachers implemented the newly adopted program with fidelity and analyzed assessment data to drive instruction and plan for individual student needs and gap-filling. We also used the additional assessments tied to CAASPP standards and questioning to better prepare the students. These materials were part of the curriculum adopted.

\$5,000

\$0 - No expenses

## Action 8

### Planned Actions/Services

Kindergarten–6th Grade teachers will work with SCSOS Educational Services coordinator and administration to identify which Bridges unit assessments will be administered. An assessment plan will be created

### Actual Actions/Services

K-6 teachers worked with administration and instructional coach from Go Math to identify assessments and procedures for the newly adopted Go Math curriculum to replace Bridges and Eureka Math.

### Budgeted Expenditures

\$5000

### Estimated Actual Expenditures

\$0 - No expenses

**Planned Actions/Services**

to include common testing dates

7th–8th Grade teacher will work with SCSOS Educational Services coordinator and administration to identify which CPM unit assessments will be administered. An assessment plan will be created to include common testing dates

Common testing protocol will be established and followed

A pacing guide will be provided by SCSOS and followed by teachers that includes weeks of instruction, testing windows, and due dates of assessment data

Teachers will conference with students in order to create goals for all unit assessments.

Following each assessment, teachers will again conference with students in order to reflect on growth and determine what action steps and resources are available

**Actual Actions/Services**

The 7/8 teacher also transitioned to Go Math Middle School and worked with the Go Math instructional coach for the same assessment needs.

Common testing protocols were established in both Go Math and STAR Math assessments.

The pacing guide/recommended pacing for Go Math was followed.

Teachers conferenced with students on an ongoing basis to establish goals and determine needs for further instruction and intervention.

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

for students to meet future goals

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 9**

**Planned Actions/Services**

Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day 5 days per week

Techers will be provided EL data for every EL in their class. Data will be analyzed and an action plan for every EL student will be created in order to provide improved Integrated and Designated ELD services

A watch list will be created in order to track the progress of any student that has been reclassified in the last 2 years. An action plan will be created in order to provide improved Integrated ELD support

Long Term English Learner

**Actual Actions/Services**

Students receive designated ELD in the curriculum with pull out in small groups 30 minutes per day, 5 days per week from a credentialed teacher.

Teachers analyzed EL data from assessments to improve instruction and designated ELD services.

A watch list was not created.

LTEL students were not identified.

Roles and responsibilities for monitoring academic progress of current English Learners were established.

The teachers did not participate

**Budgeted Expenditures**

\$35,000

**Estimated Actual Expenditures**

\$520 - Source 7890

**Planned Actions/Services**

(LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher

Identify roles and responsibilities for monitoring academic progress of current English learners and reclassified students

Teachers will participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners

Teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

Information regarding ELPAC and

**Actual Actions/Services**

in professional development on the transition from CELDT to ELPAC.

Information regarding ELPAC and the implication of the transition from CELDT was shared with teachers and parents.

Reclassification Policy was not updated until January, so no students were reclassified as summative data was not available by the end of the school year.

Volunteer support from organizations relate to Migrant Education.

We did and will consider a yearly celebration for English Learners who have met both academic and ELPAC successes.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

the implication of the transition from CELDT will be shared with all teachers and parents

Reclassification Policy will be updated to include data from local assessments

Elicit volunteer support from organizations related to Migrant Education.

Consider hosting an academic fair for English learners who have met academic goals

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Maintain API as we await guidance from the State

API is no longer a valid measure and was replaced with the CA Schools Dashboard

\$0

\$0

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Formal after school program for targeted students (unduplicated students) in all categories that include specific instruction and intervention as needed and determined by assessment and teachers direction. Students will also be provided transportation home as well.

The action was implemented as described.

\$5000

\$5604- Source 0790 -Salary Expense for after school staff

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation and adoption of a new mathematics program, fidelity to the ELA program with its ELD elements and implementation of an assessment plan and adherence to that provided better results in student monitoring and ongoing information to drive instructional needs.

The ELD portion(s) will be evaluated based on student growth in levels gained during the summative ELPAC testing this April and May. Additionally, the data from the ELPAC testing and final CAASPP results will determine whether we can re-designate EL students in the 19/20 school year.

The challenges of implementation of this goal was that the district had three different math programs running. To rectify this, the adoption of the new mathematics program was done essentially "on the run" so effectiveness is yet to be determined on state testing. However, by running baseline data through STAR testing at the beginning of the year and final assessment at the end of the year, students showed great growth. 62% of the students made more than one year's growth with over 20% of those students making more than two year's growth. We look forward to seeing the growth and achievement with a full year done and going into year two.

We saw much of the same in ELA by both implementation of an assessment plan and protocol with 47% of the students schoolwide showing more than a year's growth. We expect to continue on the same trend of upward growth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness is measured by end of year assessments (STAR which showed great growth in both ELA and Math with between 47% and 62% of students growing more than one year closing gaps), summative ELPAC results, and state CAASPP testing.

Future needs to implement more comprehensive elements of each program will be determined as we become more familiar with the instructional

materials beyond this first year of implementation.

The schedule for next school year adds a minimum day to each month to provide time for staff to better collaborate and improve upon individual student needs as we move forward.

The actions and services that were not implemented, the Academic Vocabulary Tool Kit and much of the SCSOS presence and coaching did not occur this year. We are looking to bring in the AVT, but will not be bringing in the SCSOS coaching as it was determined we are able to do our professional development in house.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The change in leadership also changed the instructional needs, direction and vision for the school and LCAP goals, outcomes and actions. Due to this change, instructional leadership became more internal than external which eliminated some of the planned outcomes/actions as we were more self-sufficient as a staff.

For goals 1, 6 and 8, the budgeted expenditures were mainly due to costs associated with the Sutter County Superintendent of Schools providing support through the Educational Services department and those services were determined to not be necessary as much of what was accomplished was done in house with new administration and other sources that did not have costs associated.

For goals 5, 7 and 9, there were no costs associated with accomplishing those goals in the 18/19 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In the 19/20 school year, we are adding one minimum day per month to be able to accomplish the professional development, collaboration, data analysis and ELD. This will be in Goal 2, action 1.

Although we did not use the Academic Vocabulary Tool Kit this year, we plan to use it in 19/20.

# Goal 3

Meridian Elementary School District will promote student engagement and a school culture conducive to learning

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Parent and student attendance at workshops will continue to increase

Continue to administer Parent, Student, and Staff Survey in the Fall

Reduce the number of students suspended by 1 student

### Actual

This was not achieved at the level we wanted. This is a significant area for growth in the 19/20 school year.

This was not achieved at the level we wanted. This is a significant area for growth in the 19/20 school year.

This was not achieved as we had one suspension on record this year.

**Expected**

Personally conference with all students by the end of the first week of school

Re-evaluate goals/actions based on recent release of the Dashboard

Maintain 0 expelled students and 0 middle school drop out students

Maintain at 97% or increase attendance rate

Decrease the number of students identified as chronically tardy by 1 student

**Actual**

All staff is constantly conferencing with students on a daily basis.

We did re-evaluate goals/actions that showed growth in the Dashboard but not significant enough in Mathematics which we concentrated much of our intervention efforts while keeping interventions in ELA moving forward.

Maintained 0 expelled students and 0 middle school drop out students

We did not achieve this goal as we had several students with chronic absenteeism. Due to a significant drop in enrollment, each absence had a greater effect on the percentage.

The Chronic Absenteeism increased by 6.1% to 9.6% in 17/18 and in 18/19, we had 4 students (8.5%) who were chronically absent, but their absences affected our overall attendance to drop to just under 95%.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Planned Actions/Services**

Organize a literacy night, math night, and/ or science night where parents can receive information on current instructional materials and experience hands-on activities with their child that support the content areas.

Continue to advertise parent workshop opportunities by announcing in the newsletter, posting on the website, and utilizing the auto dialer

Provide workshop ("Parent Academy") on the last Tuesday of every month to inform parents of the changes to ELA/ELD curriculum and technology demands and changes to state assessments.

Create an attendance tracking system for all parent events/workshops including a process for following up with families unable to attend events and/or parent workshops

**Actual Actions/Services**

We did have a Science night to introduce parents and community to the Outdoor/NGSS/Community Education which is the cornerstone of our Science program.

We did not have parent workshops to advertise this year.

The "Parent Academy" did not occur previously, did not occur this year and we are not planning this action for the 19/20 school year. Goal 3, Action 1 will be changed in the 19/20 LCAP.

We do have an attendance tracking system for events/workshops with sign-in sheets. We send home personal invites and call families to encourage attendance for those who have not attended. We also adjust the times of events to accommodate families to help increase attendance.

**Budgeted Expenditures**

\$3100

**Estimated Actual Expenditures**

\$44 - Source 0000 For supplies

**Planned Actions/Services**

Notify parents of out of district students of their parent responsibility to attend school events/parent workshops

**Actual Actions/Services**

We send home flyers and call families of out of district families to encourage and remind of commitment to attend as a part of being out of district transfers to Meridian.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 2**

**Planned Actions/Services**

Administer a parent, student, staff survey in the fall. Analyze results and share with stakeholder groups.

Conduct a needs assessment at the beginning of the year to determine what method of communication works best for each parent

Provide teachers professional development on how to best conduct parent/teacher conferences and what information to share with parents

**Actual Actions/Services**

There was no fall survey available to be administered so this will be an area of growth for the 19/20 school year.

No needs assessment was conducted. However, we use as many ways to communicate as possible - email, phone, mass text, web page, flyers, reminder notices.

We did not have professional development for parent/teacher conferences but did have professional development specifically on teacher/staff

**Budgeted Expenditures**

\$0

**Estimated Actual Expenditures**

\$0

**Planned Actions/Services**

Re-write the current parent, staff, and student survey to provide questions that elicit more detailed information in regards to academic progress, parent involvement, and school climate.

Hold a parent meeting in April/May to review the progress from the feedback from the fall survey

**Actual Actions/Services**

communication with parents.

We did not re-write the current survey as there was none available.

There was no survey to review in April/May.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 3**

**Planned Actions/Services**

As a staff, evaluate schoolwide rules and procedures in order to provide consistency among all staff members

Create a plan for how to rollout updated rules and procedures to students

Provide teachers with classroom management strategies and supports. Provide teachers feedback on classroom

**Actual Actions/Services**

To evaluate schoolwide rules, we implemented the PBIS system of "Be Respectful", "Be Responsible", "Be Safe" and this created consistency among all staff.

The PBIS system was rolled out day one with the students at the beginning assembly. We also reminded every morning and had a wall display with incentives so students could recite the new

**Budgeted Expenditures**

\$2000

**Estimated Actual Expenditures**

\$325 - Source 0000 - Staff Development Public Communication Workshop

**Planned Actions/Services**

management

Administrator will personally conference with parents of all students suspended and form a plan of action for when the student returns to school

Administrator will check in with the student and parent of each student suspended regarding status of behavior at the end of each trimester

Administrator will put a system in place to regularly check in with students that have frequent behavior concerns

Research effective progressive discipline plans and remedies

**Actual Actions/Services**

rules.

Teachers were provided with classroom management strategies and supports and there was constant collaboration and feedback about classroom management.

The administrator personally conferenced with the one student who was suspended and a comprehensive plan for improvement was created and was extremely successful.

The administrator stayed in contact on a consistent basis with the parent of the one suspended student.

The administrator created a system where students with behavior problems were given support and regular check-in to bring about positive change in those behaviors.

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Restorative justice and progressive discipline plans and procedures were implemented.

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Administrator will personally conference with socioeconomically disadvantaged parents and students suspended in the 2016-17 school year by the end of the first week of school in order to create an action plan for behavior

This was and is an unnecessary action as no students qualified for this service. This action will be eliminated in the 19/20 school year.

\$0

\$0

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Maintain 0 expulsions

Maintained 0 expulsions

\$0

\$0

Maintain 0 middle school dropouts

Maintained 0 middle school dropouts

**Action 6**

**Planned Actions/Services**

Maintain attendance incentives, monthly drawings for students with perfect attendance, and recognition of students at monthly awards assemblies

Administration and/or staff will personally call any student that is identified as chronically absent each day of an absence to encourage to return to school

**Actual Actions/Services**

Maintained attendance incentives, monthly drawings for students with perfect attendance, and recognition of students at monthly awards assemblies

Administration and/or staff personally called any student that was identified as chronically absent each day of an absence to encouraged to return to school

**Budgeted Expenditures**

\$5000

**Estimated Actual Expenditures**

\$3597 - Incentives, gift cards, Trimester and end of the year attendance awards and incentives

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The change in leadership and lack of materials needed to implement the surveys resulted in not meeting some of the communicated goals and actions here. The need to go through a cycle of one year to evaluate what is and what was not happening led to not enough effective parent communication and events. This is an area of improvement for the upcoming year. At the same time, we are beginning to involve families more as we will add a "Picnic on the Grounds" event, we have more parent volunteers coming on field trips, which provides more opportunities for parent involvement. We also welcomed parent suggestions for programs, including providing CPR/First Aid training for 7th and 8th graders. We have new Parent Club members running that program which is beginning to advance parent involvement. We are establishing a foundation that will expand as we move forward.

As far as the community involvement, we have had volunteers with the garden in the Outdoor Education program as one of our County Supervisors brought equipment to help us get started. We have taken many of our field trips to local businesses and farms to connect to our school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As the parent, family and community involvement increases, it leads to a more effective program and connection of our students to the community and their families which is a boon for all involved. The effectiveness of the actions/services were positive in Action 3 and Action 6. The goal as written focuses on student engagement and school culture. Many of the planned actions were around surveys and communication which are ancillary to the goal as written although they have an important role in school culture.

In the upcoming 19/20 school year, we will construct and send out surveys to assess needs to improve these actions and services in the current year and beyond.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not a large discrepancy here as previous goals, outcomes and actions here matched current vision and expectations for this goal.

The expenditures for Action 1 were below planned expenditures due to the events we had did not have costs associated with them. The materials, supplies and food did not cost the district at these events.

he expenditures for Action were below planned expenditures due to the system(s) of discipline and PBIS did not have costs associated with them. PBIS used incentives that were non-material and did not have a cost this year. Next year, we will be implementing an expanded PBIS program that will have costs associated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 3 Action 1 eliminate the Parent Academy

Goal 3 Action 3 will be amended to reflect the inclusion of the PBIS program and its expansion.

Goal 3 Action 4 will be eliminated in the 19/20 school year.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Through collaboration with classified and certificated staff, we looked at the LCAP goals and actions and determined areas that were met, in progress, non essential or even not done. We have scheduled the public hearing during the June Board meetings. There have been admittedly, not enough opportunities for public input and advertisement of those opportunities. That will improve in the coming year of 19/20 as we need to construct a new LCAP that will include input from all stakeholders more completely than accomplished this year. Due to the circumstances of how the LCAP currently was constructed, it bears little resemblance to the actual needed goals of the current administration and make up of the school and district. The change in leadership and direction have rendered the current LCAP non-aligned with those factors which have complicated the process.

In the coming school year, the ongoing process of constructing a relevant and focused LCAP will be far more effective and gather input from all stakeholders to ensure it moves the school and district in the direction for greater academic and directional success.

The dates of the public hearing and LCAP approval are 6/13/19, 6/27/19 and 8/5/2019.

All staff, certificated and classified discussed the LCAP throughout the year and monitored progress.

The Board of Education were informed about LCAP actions and services throughout the year during the Superintendent's Report at each board meeting.

Board Meeting dates - 9/13/18; 10/11/18; 11/3/18; 11/9/18; 12/13/18; 1/10/19; 2/8/19; 3/14/19; 4/11/19; 5/9/19; 6/13/19; 6/27/19; 8/5/19.

Students were consulted about actions and services as we determined what worked for the students and what didn't through conversations with

students throughout the year. These conversations were ongoing throughout the year on a nearly daily basis.

The collaboration with staff occurred on our weekly Thursday meetings and on minimum day collaboration with an ongoing agenda item to discuss LCAP actions and outcomes.

There is no bargaining unit for either classified or certificated to consult in the LCAP process.

The May 10th Picnic on the Grounds day also consisted of a time to discuss the LCAP actions with parents and changes for the upcoming year as well as effectiveness or non effectiveness of previous actions.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

They have had a great impact on the LCAP for the upcoming year as the goals and actions are not aligned with current school and district direction. We address those in the Annual Update as we prepare to construct a properly aligned LCAP for 2020 and beyond.

The discussions with all stakeholder groups helped to form the direction of which actions/services needed to be amended, which needed to be eliminated and which were effective as written and performed.

These conversations also helped in forming direction how to better engage all stakeholders in the process moving forward in the 19/20 school year and in construction of the subsequent LCAP to be developed and written for the 20/21 through 22/23 school years.

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

# Goal 1

Meridian Elementary School District will provide conditions of learning that will develop College and Career Ready students

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 7

**Local Priorities:** No local priorities are addressed in this goal.

## Identified Need:

2017-18, 2018-19 and 2019-2020:

1.1 – Maintain fully credentialed and appropriately assigned teachers

1.2a – Maintain sufficient access to standards-aligned instructional materials in ELA/ELD and math

1.2b – Current science materials are not aligned to Next Generation Science Standards (NGSS)

1.2c – Current History/Social Science materials are not aligned to the new Framework

1.3 – Maintain facilities in good repair as per Facilities Inspection Tool

1.4a – Maintain broad course access for all students

1.4b – There is no current implementation plan for the transition from the 1998 Science standards to NGSS

1.5 – Rigorous curriculum for ELA/ELD, Math, a new History/Social Science Framework, and the implementation of NGSS require intense professional development for teachers in order to best serve the diverse student needs

1.6 – Ongoing mentorship for administration is necessary to make systematic changes

2019-2020:

- 1.1 – Maintain fully credentialed and appropriately assigned teachers
- 1.2a – Maintain access to standards-aligned instructional materials in ELA/ELD and math
- 1.2b – Purchase and implement new science materials that are aligned to Next Generation Science Standards (NGSS)
- 1.2c – Implement newly adopted and purchased History/Social Science materials that are aligned to the new Framework
- 1.3 – Maintain facilities in good repair as per Facilities Inspection Tool
- 1.4a – Maintain broad course access for all students
- 1.4b – There is an implementation plan for the transition from the 1998 Science standards to NGSS
- 1.5 – Rigorous curriculum for ELA/ELD, Math, a new History/Social Science Framework, and the implementation of NGSS require professional development and collaboration time for teachers in order to best serve the diverse student needs
- 1.6 – Ongoing mentorship for administration is available to make systematic changes

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 - Local Indicator – Basic Conditions at School	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers
1.2a - Local Indicator – Basic Conditions at School	ELA/ELD and math instructional materials are standards-aligned	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.2b - Local Indicator – Basic Conditions at School	Science materials are not aligned to NGSS	Evaluate materials to determine what can be repurposed with modification. Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials	Evaluate the relative success of two units of study implemented in the prior year. Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials.	Purchase and implement new science materials that are aligned to Next Generation Science Standards (NGSS)
1.2c - Local Indicator – Basic Conditions at School	History/Social Science are not aligned to the new Framework	Attend Framework rollout offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Consider piloting materials	Implement newly adopted and purchased History/Social Science materials that are aligned to the new Framework
1.3 - Local Indicator – Basic Conditions at School (Facilities Inspection Tool)	Facilities are in good repair as per Facilities Inspection Tool (FITMAT)	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

1.4a - Daily Instructional Schedule

All students have access to a broad course of study

Maintain broad course access for all students

Maintain broad course access for all students

Maintain broad course access for all students and continue implementation of the afternoon Rotation Schedule.

1.4b – Daily Instructional Schedule and Local Indicator – Implementation of State Standards

There is no comprehensive transition plan for NGSS

Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS

Collaborate on: evaluating and refining the vision for science in all grades, expectations and support for expanding units of study to fully implement grade level standards, and evaluate and improve parent engagement for NGSS

Evaluate school structures (such as science minutes, space for materials, etc.) as well as progress in instructional shifts to determine needs for full implementation. Continue the new afternoon rotation schedule that ensures three Science and three History/Social Studies periods per week for all students with intervention time for unduplicated pupils.

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
1.5 - Local Indicator – Implementation of State Academic Standards	Teachers participate in ongoing professional development in ELA/ELD, Math, science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science
1.6 – Consultant Reports	No current mentorship for Superintendent/ Principal exists	Provide 2 days per month of administrative mentorship	Re-evaluate each year to determine need	Re-evaluate each year to determine need

## Planned Actions/Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

Maintain fully credentialed and appropriately assigned teachers and provide stipends to support teacher attendance at professional learning after school hours.

**2018-19 Actions/Services**

Maintain fully credentialed and appropriately assigned teachers and provide stipends to support teacher attendance at professional learning after school hours.

**2019-20 Actions/Services**

Maintain fully credentialed and appropriately assigned teachers. Support new teachers in the TCIP program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$16,500	\$3,500
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	Cert. Salaries (35% of 7-8 grade teacher salary used for teaching math), bonus \$5000	Cert. Salaries (35% of 7-8 grade teacher salary used for teaching math), bonus \$1500	Supp/Concentration

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

**2017-18 Actions/Services**

Maintain standards-aligned instructional materials in ELA/ELD and math

**2018-19 Actions/Services**

Maintain standards-aligned instructional materials in ELA/ELD and math

**2019-20 Actions/Services**

Maintain standards aligned instructional materials in ELA/ELD and math. Purchase materials to supplement new adoption as needed per increased enrollment.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$1000	\$1000	\$2,500
<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	4000	4000	4000

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Site level planning time dedicated to science

Site level planning time dedicated to science

Purchase NGSS aligned Science materials and implement a plan for instruction, units and planning for full implementation.

SCSOS Educational Services support for developing units of study, as well as facilitating the process of reviewing materials using the Achieve Lesson Screener and/or EQUIP rubric v. 3.0

SCSOS Educational Services support for evaluating relative success of new units, possibly expanding the development or acquisition of additional units of study. Review key components of tools like the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 throughout the process

Site level planning time dedicated to science implementation.

SCSOS Educational Services support on-site for supporting NGSS-aligned instructional practices

SCSOS Educational Services support on-site for supporting NGSS-aligned instructional practices and identifying areas of focus for support

Educational Specialist will lead minimum day collaborations around NGSS and Science implementation. Ed Specialist will provide specific professional development on minimum days to aide in cross-curricular activities and academic language development dedicated to English Learner development.

Eight additional minimum days added for teacher collaboration and concentrated staff development to increase achievement by unduplicated pupil groups.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$5000	\$12,700
Source	Supp.Con	Supp/Con	Supp/Con
Budget Reference	4000	4000	4000

### Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

New

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

Since current History/Social Science materials are not aligned to the new Framework, all staff will need to review the current Framework and materials and pilot or purchase updated instructional materials. Teachers participate in a History/Social Studies Framework Rollout offered by Sutter County Superintendent of Schools

**2018-19 Actions/Services**

Review History/Social Science instructional materials available for adoption

**2019-20 Actions/Services**

Implement the instruction of new History/Social Science materials purchased in June after the school year. Add licenses for electronic resources in the 19/20 school year to help in research and projects.

Add professional development from publisher to help with implementation with concentration on English Learners, students with exceptional needs and unduplicated pupils.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$2000	\$2000	\$5,000
<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	4000	4000	4000

## Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Maintain facilities in good repair as per Facilities Inspection Tool

Maintain facilities in good repair as per Facilities Inspection Tool

Maintain facilities in good repair as per Facilities Inspection Tool

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$2000	\$2000	\$2000
<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	4000	4000	4000

**Action #6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Maintain broad course access for all students

Maintain broad course access for all students

Maintain broad course access for all students.

Modernize 4 teacher laptops

Modernize 4 teacher laptops

Continue licenses for Accelerated Reader and Math. Maintain licenses for Lexia learning for unduplicated pupils and students with ELD targeted needs.

All students will be exposed to computer literacy classes one day per week

All students will be exposed to computer literacy classes one day per week

Continue ongoing licenses for Accelerated Math and Accelerated Reader

Continue ongoing licenses for Accelerated Math and Accelerated Reader

Visual and Performing Arts (VAPA) and music experiences will be provided with classes taught by a paraeducator with experience and ability. This is a paid position.

Visual and Performing Arts (VAPA) and music experiences will be provided based on

Visual and Performing Arts (VAPA) and music experiences will be provided based on

a volunteer service through the arts council which supplement classroom experiences

Continue VAPA/drama activities using a paraprofessional

Student Services Coordinator and paraprofessional will support classroom instruction throughout the week

PE and health will be offered to all students 200 minutes every 10 days

a volunteer service through the arts council which supplement classroom experiences

Continue VAPA/drama activities using a paraprofessional

Student Services Coordinator and paraprofessional will support classroom instruction throughout the week

PE and health will be offered to all students 200 minutes every 10 days

Add Robotics classes and Intervention classes to aide in services to unduplicated pupils with specific needs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10000	\$10000	\$10000
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	2000, 3000, 4000	2000, 3000, 4000	2000, 3000, 4000

### Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide site-level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction

Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction

Include additional minimum days throughout the year to evaluate the effectiveness of the new schedule and effectiveness of interventions put in place to increase the achievement of our ELD students and Socioeconomically Disadvantaged students.

Contract with Sutter County Superintendent of Schools to support teachers in developing

SCSOS Educational Services support for evaluating initial implementation efforts,

Additional minimum days also dedicated to NGSS implementation and SCSOS to

a year-long overview of resources, units of study, and parent engagement strategies

Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools

expanding NGSS-aligned units of study, and planning for continued or improved parent engagement

Continued SCSOS support for professional learning for administrators

provide professional development around Academic Language Tool Kit for 3rd to 8th grade to implement during the 19/20 school year.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	See Goal 2.1	Combined with Goal 1 Action 3
Source	None	None	None
Budget Reference	None	NOne	None

### Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction

Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction

Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction.

Teachers will participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science.

Teachers will continue to participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools

Customized professional development from Sutter County Superintendent of Schools will be provided on-site to support teachers in all content areas.

Customized professional development from Sutter County Superintendent of Schools will continue to be provided on-site to support teachers in all content areas

Teachers will be provided 2 additional hours per week in order to plan for instruction, work on lesson plans, and analyze data in order to provide best first instruction

SCSOS Educational Services coordinator will be on site for approximately 2 days a week. Support for teachers and administration will be provided in the form of lesson observations and feedback, co-teaching, lesson plan support, and data analysis

3rd/4th and 5th/6th Grade teacher will participate in professional development related to implementation of the Academic Vocabulary Toolkit

All teachers will participate in the two-day Summer Institute offered by Sutter County Superintendent of Schools

Re-evaluate the need to provide teachers 2 additional hours per week in order to plan for instruction, work on lesson plans, and analyze data in order to provide best first instruction

Re-evaluate the need for SCSOS Educational Services coordinator to be on site for approximately 2 days a week to support teachers and administration with lesson observations and feedback, co-teaching, lesson plan support, and data analysis

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Part of funding from 2.a	See goal 2.1	see goal 2.1

<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	Professional development	Professional development	Professional development.

## Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

**2017-18 Actions/Services**

Provide ongoing mentorship for administrator in curriculum, board relations, and effective management strategies

Consultant will provide detailed notes of status and progress to Board of Trustees

**2018-19 Actions/Services**

Provide ongoing mentorship for administrator in curriculum, board relations, and effective management strategies

Consultant will provide detailed notes of status and progress to Board of Trustees

**2019-20 Actions/Services**

Provide ongoing mentorship for administrator in curriculum, board relations and effective management strategies.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$10,000	\$10,000	\$1000
<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	5000	5000	5000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 2

Meridian Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 4, 8

**Local Priorities:**

### Identified Need:

2017-18 and 2018-19:

- 2.1a – 2015-16 ELA Academic Indicator data based on the CAASPP indicates all students are in the “yellow” performance category with the average student scoring 50.7 points below Level 3 (Standard Met). This represents an increase of 4.7 points from the 2014-15
- 2.1b – The student group, “Socioeconomically Disadvantaged” scored 2 performance levels below all students in ELA and is in the “red” performance category.
- 2.1c – 2015-16 Math Academic Indicator data based on CAASPP indicates all students are in the “orange” performance category with the average student scoring 73.5 points below level 3 (Standard Met). This represents a decrease of 7.8 points from 2014-15.
- 2.1d – The student group, “Socioeconomically Disadvantaged” scored 2 performance levels below all students in Math and is in the “red” performance category.
- 2.2a – No baseline data exists for ELA/ELD (Wonders or StudySync)
- 2.2b – A formalized assessment plan for ELA/ELD was not established in 2016-17.
- 2.3a – No baseline data exists for Math (Bridges or CPM)

2.3b – A formalized assessment plan for Math was not established in 2016-17

2.4 – Current reclassification rate is 8% (2/24 students)

2.5 – 17% (4/24) English learners moved up one or more levels on the CELDT.

2.6 – In order to improve ELD services, an ongoing review of the ELD program and reclassification criteria is needed

2.7 – API is not a valid measure at this time

2.8 –After school tutoring provides students additional opportunities to receive academic support

2019-2020:

2.1a – 2017-2018 ELA Academic Indicator data based on the Fall Dashboard indicates all students are in the “yellow” performance category with the average student scoring 57.9 points below standard and increased 27.2 points.

2.1b – The student group, “Socioeconomically Disadvantaged” scored 2 performance levels below all students in ELA and is in the “red” performance category showing an increase of only 1.5 points.

2.1c – 2017-2018 Math Academic Indicator data based on the Fall Dashboard indicates all students are in the “orange” performance category with the average student scoring 71.1 points below standard and increased 9.5 points

2.1d – The student group, “Socioeconomically Disadvantaged” scored 2 performance levels below all students in Math and is in the “red” performance category with scores of 107.9 points below standard and maintained 1.7 Points

2.2a – Baseline data for ELD/ELD in 2018-2019 is based STAR testing showing 68% of students below grade level.

2.2b – A formalized assessment plan for ELA/ELD was was established in 2018-19

2.3a –Baseline data was established through STAR testing and embedded assessments showing a severe lack of mastery of prerequisite skills.

2.3b – A formalized assessment plan for Math was established in 2018-19

2.4 – Current reclassification rate is 0% (0/15 students) in the 2018-2019 school year

2.5 – ELPAC summative data is not as yet available to determine progress but we expect one level per year to lead to reclassification.

2.6 – In order to improve ELD services, an ongoing review of the ELD program and reclassification criteria is needed

2.7 – The California Dashboard is the evaluation tool.

2.8 –After school tutoring provides students additional opportunities to receive academic support

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

2.1a – ELA  
Academic Progress  
Indicator and  
CAASPP data

“Yellow” Performance  
Category  
Status – 57.9 points below  
standard  
Change - Increased 27.2  
Points

Increase status to reflect  
45.7 points below Level 3  
(Standard Met) to 40.7  
points below Level 3  
(Standard Met)  
Adjust 2018-19 based on  
November 2017 release of  
the Dashboard

Grade level and overall  
CAASPP scores will  
increase 4-5%

Adjust 2019-20 based on  
November 2018 release of  
the Dashboard and/or  
guidance from the state  
on what is determined to  
be adequate growth

Distance from meeting  
standard will decrease 10  
to 15% in the 19/20 school  
year.

2.1b – ELA  
Academic Progress  
Indicator and  
CAASPP data  
(Socioeconomically  
Disadvantaged  
Students)

“Red” Performance  
Category  
Overall Socioeconomically  
Disadvantaged are 92.4  
points below standard  
Increased 15.7 Points in  
the 2018 Fall Dashboard.

Increase status to reflect  
61.3 points below Level 3  
(Standard Met) to 26.3  
points below Level 3  
(Standard Met)  
Adjust 2018-19 based on  
November 2017 release of  
the Dashboard

Adjust 2019-20 based on  
November 2018 release of  
the Dashboard and/or  
guidance from the state  
on what is determined to  
be adequate growth

Distance from meeting  
standard will decrease 10  
to 15% in the 19/20 school  
year.

2.1c – Math Academic Progress Indicator And Fall Dashboard data

“Orange” Performance Category  
Status – 92.4 points below standard  
Change - Increased 15.7 Points

Based on the Fall 2018 Dashboard

Increase status to reflect 68.5 points below Level 3 (Standard Met) to 63.5 points below Level 3 (Standard Met)  
Adjust 2018-19 based on November 2017 release of the Dashboard

Grade level and overall CAASPP scores will increase 4-5%

Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth

Students will decrease the distance from meeting standard 10-15%

2.2a – Local ELA data

Baseline data needs to be established

Use identified assessments in adopted instructional materials in ELA/ELD to create a baseline, measuring the number of students meeting grade level standards

Reevaluate as needed based on 2017-18 data

Increase students making at least 1 year's growth by 5%

<p>2.2b –ELA instructional materials</p>	<p>No current assessment plan for ELA/ELD exists</p>	<p>Evaluate the assessment opportunities in current ELA/ELD materials and establish an assessment plan</p>	<p>Re-evaluate assessment plan and update as needed</p>	<p>Assessment plan established in 18/19 will continue in 19/20 with protocols and analysis to continue throughout the year.</p>
<p>2.3a – Local Math Data</p>	<p>Baseline needs to be established</p>	<p>Use adopted instructional materials in math to create a baseline, measuring the number of students meeting grade level standards</p>	<p>Reevaluate as needed based on 2017-18 data</p>	<p>Increase students making at least 1 year's growth by 5%</p>
<p>2.3b – Math Instructional Materials</p>	<p>No current assessment plan for math exists</p>	<p>Evaluate the assessment opportunities in current math materials and establish an assessment plan</p>	<p>Re-evaluate assessment plan and update as needed</p>	<p>Baseline data through the STAR test as well as Beginning of Year test in Go Math to determine individual student needs and intervention/enrichment strategies for unduplicated pupils and students with exceptional needs.</p>

<p>2.4 – Reclassification data</p>	<p>8% (2/24 Students)</p>	<p>Reclassify an additional 3 students</p>	<p>Reclassify an additional 3 students</p>	<p>Reclassify an additional 2 students</p>
<p>2.5 – English Learner Progress Indicator and Local EL Data</p>	<p>17% (4/24) of ELs made progress in 16-17. English Learner Progress Indicator (ELPI) reports a status o f"low" 61.9% and an increased change of 8.6%</p>	<p>Baseline will be established for the English Learner Proficiency Assessment for California (ELPAC)</p>	<p>Re-evaluate based on ELPAC data</p>	<p>All students will increase at least one level on the Summative ELPAC.</p>
<p>2.6 – Local EL data and master schedule</p>	<p>Students received daily Designated EL services from a credentialed teacher. The 4th criteria for reclassification does not include local ELA assessment data</p>	<p>Students receive daily Designated EL services from a credentialed teacher. Reevaluate the current reclassification Policy and include local data from Wonders and/or StudySync in the 4th criteria for Reclassification</p>	<p>Students receive daily Designated EL services from a credentialed teacher. Reevaluate the current reclassification and update as needed to include ELPAC data</p>	<p>Students receive daily Designated EL services from a credentialed teacher. Reevaluate and update the current reclassification Policy as needed</p>

2.7 – API	API is currently not reported	Await guidance from the State	Await guidance from the State	API was replaced with an updated accountability system, the CA Schools Dashboard
2.8 – After School Tutoring Schedule	After school tutoring by Student Services Coordinator and paraprofessionals is currently offered to students	After school tutoring by Student Services Coordinator and paraprofessionals is currently offered to students	Formal after school program for targeted students (unduplicated students) in all categories that include specific instruction and intervention as needed and determined by assessment and teachers direction. Students will also be provided transportation home as well.	Formal after school program for targeted students (unduplicated students) in all categories that include specific instruction and intervention as needed and determined by assessment and teachers direction. Students will also be provided transportation home as well.

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 ELA CAASPP data with SCSOS Educational Services coordinator and administration. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of CAASPP

Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 ELA CAASPP data with SCSOS Educational Services coordinator and administration. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of CAASPP

New calendar include eight additional minimum days to analyze data from CAASPP, STAR and embedded assessments to assess instruction, target needs of students (especially our English Learners, Socioeconomically Disadvantaged and exceptional needs students) as a part of

Provide the Meridian School District Board of Trustees updates as to growth targets provided by the state and local growth targets established by teachers and administration

Conference with all students to reflect on previous data and set goals for the 2017-18 ELA CAASPP test

Provide the Meridian School District Board of Trustees updates as to growth targets provided by the state and local growth targets established by teachers and administration

Conference with all students to reflect on previous data and set goals for the 2017-18 ELA CAASPP test

our intervention, enrichment and after school programs.

Continue to provide the Meridian School District Board of Trustees updates as to growth targets provided by the state and local growth targets established by teachers and administration.

Conference with students on an ongoing basis to reflect on successes and needs from the CAASPP data and embedded and baseline assessments.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$15000	Combined with Goal 1 Action 6
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	5000	5000, 1000	5800

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Teachers will provide students within their class who fall into the “Socioeconomically Disadvantaged” student group in ELA an action plan of support and monitoring.

Teachers will provide students within their class who fall into the “Socioeconomically Disadvantaged” student group in ELA an action plan of support and monitoring.

Teachers will provide students within their class who fall into the “Socioeconomically Disadvantaged” student group in ELA an action plan of support and monitoring.

Teachers, instructional coach (SCSOS) and administration will weekly discuss the progress of students and plan for instruction accordingly

Teachers, instructional coach (SCSOS) and administration will weekly discuss the progress of students and plan for instruction accordingly

Teachers and administration will weekly discuss the progress of students and plan for instruction accordingly

Teachers will conference with students each trimester and set measurable goals with students and reflect with students throughout the year

Teachers will conference with students each trimester and set measurable goals with students and reflect with students throughout the year

Teachers will conference with students and reflect with students throughout the year - specifically unduplicated students and exceptionally needs students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	See goal 2.1	See goal 2.1	\$0
<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	5000	5000	5800

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 Math CAASPP data with SCSOS Educational Services coordinator and administration. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of CAASP

Provide the Meridian School District Board of Trustees updates as to growth targets provided by the state and local growth targets established by teachers and administration

Conference with all students to reflect on previous data and set goals for the 2017-18

**2018-19 Actions/Services**

Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 Math CAASPP data with SCSOS Educational Services coordinator and administration. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of CAASP

Provide the Meridian School District Board of Trustees updates as to growth targets provided by the state and local growth targets established by teachers and administration

Conference with all students to reflect on previous data and set goals for the 2017-18

**2019-20 Actions/Services**

Provide teachers collaboration time to analyze Math CAASPP data during minimum days collaboratively with staff and administration. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of CAASP

Provide the Meridian School District Board of Trustees updates as to growth targets provided by the state and local growth targets established by teachers and administration

Conference with all students to reflect on previous data and set goals for the 2019-

Math CAASPP test

Math CAASPP test

2020 school year.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 2.1	See Goal 2.1	\$0
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	5000	5000	5800

### Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

### 2017-18 Actions/Services

Teachers will provide socioeconomically disadvantaged students in their class an action plan of support and monitoring math progress.

Teachers, instructional coach (SCSOS) and administration will meet weekly to discuss the progress of students and plan for math instruction accordingly

Each trimester teachers will conference with students and set measurable goals with students and reflect with students throughout the year

Select from New, Modified, or Unchanged for 2018-19

Unchanged

### 2018-19 Actions/Services

Teachers will provide socioeconomically disadvantaged students in their class an action plan of support and monitoring math progress.

Teachers, instructional coach (SCSOS) and administration will meet weekly to discuss the progress of students and plan for math instruction accordingly

Each trimester teachers will conference with students and set measurable goals with students and reflect with students throughout the year

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2019-20 Actions/Services

Teachers will provide socioeconomically disadvantaged students in their class an action plan of support and monitoring math progress.

Teachers and administration will meet weekly to discuss the progress of students and plan for math instruction accordingly

Each trimester teachers will conference with students and set measurable goals with students and reflect with students throughout the year

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

<b>Amount</b>	See goal 2.1	See goal 2.1	See goal 2.1
<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	5000	5000	5000

## Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

Teachers will create baseline data using Wonders and StudySync publisher assessments.

Individually and within teams, teachers will analyze ELA/ELD assessment data and use the results to guide classroom instruction, monitor student needs, research best practices, and plan for appropriate interventions.

A common tracking sheet for teacher use will be developed in order to easily track student needs

Teachers will have fidelity to the adopted ELA/ELD curriculum

3rd/4th Grade teacher and 5th/6th Grade teacher will implement Dr. Kinsella's Academic Vocabulary Toolkit daily with all students. Data will be tracked in order to create a baseline

Modified

**2018-19 Actions/Services**

Teachers will create baseline data using Wonders and StudySync publisher assessments.

Individually and within teams, teachers will analyze ELA/ELD assessment data and use the results to guide classroom instruction, monitor student needs, research best practices, and plan for appropriate interventions.

A common tracking sheet will continue to be used in order to easily track student needs

Teachers will have fidelity to the adopted ELA/ELD curriculum

Continue Academic Vocabulary Toolkit implementation in 3rd-6th grade. Consider providing access to Kindergarten and 1st-2nd Grade students as well as 7th and 8th Grade students

Modified

**2019-20 Actions/Services**

Teachers will use baseline data using STAR and embedded unit and weekly assessments in curriculum to determine instructional and targeted intervention needs.

Individually and as a team, teachers will analyze ELA/ELD assessment data and use the results to guide classroom instruction, monitor student needs, research best practices, and plan for appropriate interventions.

A common tracking sheet will continue to be used in order to easily track student needs

Teachers will have fidelity to the adopted ELA/ELD curriculum

Get training on the Academic Vocabulary Toolkit implementation in 3rd-6th grade. Consider providing access to Kindergarten and 1st-2nd Grade students as well as 7th and 8th Grade students

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$5,000	\$8000
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	1000, 2000, 3000	1000, 2000, 3000	4000

### Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**2017-18 Actions/Services**

Kindergarten–Grade 6 teachers will work with SCSOS Educational Services coordinator and administration to identify which Wonders unit assessments will be administered. An assessment plan will be created to include common testing dates

7th–8th Grade teachers will work with SCSOS Educational Services coordinator and administration to identify which StudySync unit assessments will be administered. An assessment plan will be created to include common testing dates

Common testing protocol will be established and followed

A pacing guide will be provided by SCSOS and followed by teachers that includes weeks of instruction, testing windows, and due dates of assessment data

Teachers will conference with students in

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

Kindergarten–Grade 6 teachers will work with SCSOS Educational Services coordinator and administration to identify which Wonders unit assessments will be administered. An assessment plan will be created to include common testing dates

7th–8th Grade teachers will work with SCSOS Educational Services coordinator and administration to identify which StudySync unit assessments will be administered. An assessment plan will be created to include common testing dates

Common testing protocol will be established and followed

A pacing guide will be provided by SCSOS and followed by teachers that includes weeks of instruction, testing windows, and due dates of assessment data

Teachers will conference with students in

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2019-20 Actions/Services**

A common assessment plan will continue in the 2019-2020 school year using both the STAR test and embedded assessments (Unit and weekly) with a common schedule.

Common testing protocol has been established and followed and will continue.

Teachers will conference with students in order to create goals for all unit assessments. Following each assessment, teachers will again conference with students in order to reflect on growth and determine what action steps and resources are available for students to meet future goals

order to create goals for all unit assessments. Following each assessment, teachers will again conference with students in order to reflect on growth and determine what action steps and resources are available for students to meet future goals

order to create goals for all unit assessments. Following each assessment, teachers will again conference with students in order to reflect on growth and determine what action steps and resources are available for students to meet future goals

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$5000	\$2,000
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	1000, 2000, 3000	1000, 2000, 3000	1000, 2000, 3000

### Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Teachers will create baseline data using Bridges and CPM publisher assessments.

Individually and within teams, teachers will analyze math assessment data and use the results to guide classroom instruction, monitor student needs, research best practices, and plan for appropriate interventions

A common tracking sheet for teacher use will be developed in order to easily track student needs

Teachers will have fidelity to the adopted

Individually and within teams, teachers will continue to analyze math assessment data and use the results to guide classroom instruction, monitor student needs, research best practices, and plan for appropriate interventions

A common tracking sheet for teacher use will continue to be used in order to easily track student needs

Teachers will continue to have fidelity to the adopted math curriculum

Individually and as a collaborative team, teachers will continue to analyze math assessment data and use the results to guide classroom instruction, monitor student needs, research best practices, and plan for appropriate interventions

The STAR test will be used to determine baseline data and monitor individual student growth

A common tracking sheet for teacher use will continue to be used in order to easily track student needs

math curriculum

Teachers will continue to have fidelity to the adopted math curriculum

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$35,000	\$5,000	\$5,000
<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	1000, 2000, 3000	1000, 2000, 3000	1000, 2000, 3000

### Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

### 2017-18 Actions/Services

Kindergarten–6th Grade teachers will work with SCSOS Educational Services coordinator and administration to identify which Bridges unit assessments will be administered. An assessment plan will be created to include common testing dates

7th–8th Grade teacher will work with SCSOS Educational Services coordinator and administration to identify which CPM unit assessments will be administered. An assessment plan will be created to include common testing dates

Common testing protocol will be established and followed

A pacing guide will be provided by SCSOS and followed by teachers that includes weeks of instruction, testing windows, and

Select from New, Modified, or Unchanged for 2018-19

Modified

### 2018-19 Actions/Services

Kindergarten–6th Grade teachers will work with SCSOS Educational Services coordinator and administration to identify which Bridges unit assessments will be administered. An assessment plan will be created to include common testing dates

7th–8th Grade teacher will work with SCSOS Educational Services coordinator and administration to identify which CPM unit assessments will be administered. An assessment plan will be created to include common testing dates

Common testing protocol will be established and followed

A pacing guide will be provided by SCSOS and followed by teachers that includes weeks of instruction, testing windows, and

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2019-20 Actions/Services

Individually and as a collaborative team, teachers will continue to analyze math assessment data and use the results to guide classroom instruction, monitor student needs, research best practices, and plan for appropriate interventions

Common testing protocol has been established and followed

The STAR test will be used to determine baseline data and monitor individual student growth

A common tracking sheet for teacher use will continue to be used in order to easily track student needs

Teachers will continue to have fidelity to the adopted math curriculum

due dates of assessment data

Teachers will conference with students in order to create goals for all unit assessments. Following each assessment, teachers will again conference with students in order to reflect on growth and determine what action steps and resources are available for students to meet future goals

due dates of assessment data

Teachers will conference with students in order to create goals for all unit assessments. Following each assessment, teachers will again conference with students in order to reflect on growth and determine what action steps and resources are available for students to meet future goals

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$5000	\$5,000
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	1000, 2000, 3000	1000, 2000, 3000	1000,2000,3000

### Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18**

Modified

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day 5 days per week

Techers will be provided EL data for every EL in their class. Data will be analyzed and an action plan for every EL student will be created in order to provide improved Integrated and Designated ELD services

A watch list will be created in order to track

**2018-19 Actions/Services**

Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day 5 days per week

Techers will be provided EL data for every EL in their class. Data will be analyzed and an action plan for every EL student will be created in order to provide improved Integrated and Designated ELD services

A watch list will be created in order to track

**2019-20 Actions/Services**

Students will continue to receive Designated ELD services from a credentialed teacher 30 minutes per day 5 days per week

Techers will be provided EL data for every EL in their class. Data will be analyzed and an action plan for every EL student will be created in order to provide Integrated and Designated ELD services

Long Term English Learner (LTEL) students and students at risk of becoming LTEL will

the progress of any student that has been reclassified in the last 2 years. An action plan will be created in order to provide improved Integrated ELD support

Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher

Identify roles and responsibilities for monitoring academic progress of current English learners and reclassified students

Teachers will participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners

Teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers and parents

the progress of any student that has been reclassified in the last 2 years. An action plan will be created in order to provide improved Integrated ELD support

Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher

Identify roles and responsibilities for monitoring academic progress of current English learners and reclassified students

Teachers will participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners

Teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers and parents

be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher

Teachers will participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners (Academic Language Tool Kit)

Reclassification Policy will be updated to include data from local assessments

Consider hosting an academic celebration for English learners who have met academic goals

Reclassification Policy will be updated to include data from local assessments

Elicit volunteer support from organizations related to Migrant Education.

Consider hosting an academic fair for English learners who have met academic goals

Reclassification Policy will be updated to include data from local assessments

Elicit volunteer support from organizations related to Migrant Education.

Consider hosting an academic fair for English learners who have met academic goals

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$35,000	\$5,000
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	1000, 2000, 3000	1000, 2000, 3000	1000, 2000, 3000

### Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Maintain API as we await guidance from the State

Maintain API as we await guidance from the State

Improvement in meeting standards in all areas of the California Dashboard.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$0

\$0

\$0

<b>Source</b>	None	None	None
<b>Budget Reference</b>	None	None	None

## Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

**2017-18 Actions/Services**

Maintain after school tutoring opportunities for students

Coordinate with Sutter High School to recruit students interested in providing tutoring to students.

Provide training to any after school tutoring volunteers

**2018-19 Actions/Services**

Formal after school program for targeted students (unduplicated students) in all categories that include specific instruction and intervention as needed and determined by assessment and teachers direction. Students will also be provided transportation home as well.

**2019-20 Actions/Services**

Formal after school program for targeted students (unduplicated students) in all categories that include specific instruction and intervention as needed and determined by assessment and teachers direction. Students will also be provided transportation home as well.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$2000	\$5000	\$6000
<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	1000, 2000, 3000	4000, 2000	4000, 2000, 3000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 3

Meridian Elementary School District will promote student engagement and a school culture conducive to learning

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 5, 6

**Local Priorities:**

### Identified Need:

2017-18 and 2018-19;

3.1 – Parent participation in school functions is low

3.2 – Current survey is lacking questions that elicit information on how to improve and perpetuate better student learnings

3.3a – Five students suspended in 16-17. Current Dashboard reports suspension is in the “yellow” performance category with a status of “high” 4.7% and change of “declined” 0.8%.

3.3b – The student group, “Socioeconomically Disadvantaged” is two performance levels below all students in the “red” performance category.

3.4 – Current expulsion rate is 0. Middle school dropout rate is 0.

3.5 – Current attendance rate is 96%. Two students are identified as being chronically absent

2019-2020:

3.1 – Parent participation in school functions is low but improving

3.2 – There is no current survey used and one is needed

3.3a – One student suspended in the 18-19 school year with a goal of 0

- 3.3b – The student group, “Socioeconomically Disadvantaged” is one performance level below all students in the “orange” performance category for ELA and two levels below in the "red" performance category in Math.
- 3.4 – Current expulsion rate is 0. Middle school dropout rate is 0.
- 3.5 – Current attendance rate is less than 95%. Multiple students are identified as being chronically absent (9.6%)

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 – Sign in Sheets	Attendance at parent attendance remains low	Parent and student attendance at workshops will increase by	Parent and student attendance at workshops will continue to increase	Parent and student attendance at workshops will continue to increase
3.2 – Parent, Student, and Staff Surveys	Parent, Student, and Staff Survey administered in the Fall	Continue to administer Parent, Student, and Staff Survey in the Fall	Continue to administer Parent, Student, and Staff Survey in the Fall	Administer a fall and spring survey to staff, students, and parents soliciting feedback and input on school safety and connectedness and promote parental participation of all students including unduplicated pupils and students with exceptional needs.

3.3a – Suspension Rate Indicator

“Yellow” Performance Category  
 Status “High” 4.7%  
 Change “Declined” 0.8%  
 2016-17 – 5 students suspended

Reduce the number of students suspended by 1 student

Reduce the number of students suspended by 1 student

Reduce the number of students suspended by 1 student

3.3b – Suspension Rate Indicator

Socioeconomically Disadvantaged Students  
 “Red” Performance Category  
 Status “Very High” 6.2%  
 Change “Increased” 0.6%

Personally conference with all students by the end of the first week of school  
 Re-evaluate goals/actions based on November 2017 release of the Dashboard

Personally conference with all students by the end of the first week of school  
 Re-evaluate goals/actions based on recent release of the Dashboard

Improve student behaviors by the implementation and improvement of the PBIS system.  
  
 Conference with any students who exhibit behaviorally adverse behaviors. Pay specific attention to students with exceptional needs and Socioeconomically Disadvantaged students.

3.4 – Expulsion Data and Middle School Drop Out Data

0 expelled students  
 0 middle school dropout students

Maintain 0 expelled students and 0 middle school drop out students

Maintain 0 expelled students and 0 middle school drop out students

Maintain 0 expelled students and 0 middle school drop out students

3.5 – Attendance Data and Chronic Absenteeism Data (Chronic Absenteeism Indicator in 2018-19)

Current attendance rate is 96%  
Two students are identified as chronically absent

Increase attendance rate to 97%  
Decrease the number of students identified as chronically tardy by 1 student

Maintain at 97% or increase attendance rate  
Decrease the number of students identified as chronically tardy by 1 student

Increase attendance rates back to 97% and reduce chronic absenteeism by 3 students.

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

### 2017-18 Actions/Services

Organize a literacy night, math night, and/ or science night where parents can receive information on current instructional materials and experience hands-on activities with their child that support the content areas.

Continue to advertise parent workshop opportunities by announcing in the newsletter, posting on the website, and utilizing the auto dialer

Provide workshop (“Parent Academy”) on the last Tuesday of every month to inform parents of the changes to ELA/ELD curriculum and technology demands and changes to state assessments.

Create an attendance tracking system for all parent events/workshops including a process for following up with families unable to attend events and/or parent workshops

Select from New, Modified, or Unchanged for 2018-19

Unchanged

### 2018-19 Actions/Services

Organize a literacy night, math night, and/ or science night where parents can receive information on current instructional materials and experience hands-on activities with their child that support the content areas.

Continue to advertise parent workshop opportunities by announcing in the newsletter, posting on the website, and utilizing the auto dialer

Provide workshop (“Parent Academy”) on the last Tuesday of every month to inform parents of the changes to ELA/ELD curriculum and technology demands and changes to state assessments.

Create an attendance tracking system for all parent events/workshops including a process for following up with families unable to attend events and/or parent workshops

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2019-20 Actions/Services

Organize a family introduction night before school, and science night where parents can receive information on current instructional materials and experience hands-on activities with their child that support the content areas.

Continue to advertise parent opportunities for involvement by announcing in the newsletter, posting on the website, and utilizing social media.

Create an attendance tracking system for all parent events/workshops including a process for following up with families unable to attend events and/or parent workshops

Notify parents of out of district students of their parent responsibility to attend school events/parent workshops

Notify parents of out of district students of their parent responsibility to attend school events/parent workshops

Notify parents of out of district students of their parent responsibility to attend school events/parent workshops

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3100	\$3100	\$3,100
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	4000	4000	4000

### Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Unchanged

Modified

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

Administer a parent, student, staff survey in the fall. Analyze results and share with stakeholder groups.

Administer a parent, student, staff survey in the fall. Analyze results and share with stakeholder groups.

Administer survey in the fall. Analyze results and share with stakeholder groups.

Conduct a needs assessment at the beginning of the year to determine what method of communication works best for each parent

Conduct a needs assessment at the beginning of the year to determine what method of communication works best for each parent

Conduct a needs assessment at the beginning of the year to determine what method of communication works best for each parent

Provide teachers professional development on how to best conduct parent/teacher conferences and what information to share with parents

Provide teachers professional development on how to best conduct parent/teacher conferences and what information to share with parents

Provide teachers professional development on how to best conduct parent/teacher conferences and what information to share with parents

Re-write the current parent, staff, and student survey to provide questions that elicit more detailed information in regards to

Re-write the current parent, staff, and student survey to provide questions that elicit more detailed information in regards to

Re-write the current parent, staff, and student survey to provide questions that elicit more detailed information in regards to academic progress, parent involvement, and

academic progress, parent involvement, and school climate.

Hold a parent meeting in April/May to review the progress from the feedback from the fall survey

academic progress, parent involvement, and school climate.

Hold a parent meeting in April/May to review the progress from the feedback from the fall survey

school climate.

Hold a parent meeting in April/May to review the progress from the feedback from the fall survey

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	None	None	None
Budget Reference	None	None	None

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

As a staff, evaluate schoolwide rules and procedures in order to provide consistency among all staff members

As a staff, evaluate schoolwide rules and procedures in order to provide consistency among all staff members

As a staff, evaluate schoolwide rules and procedures in order to provide consistency among all staff members

Create a plan for how to rollout updated rules and procedures to students

Create a plan for how to rollout updated rules and procedures to students

Have the first day PBIS assembly to review school rules and expectations.

Provide teachers with classroom management strategies and supports.  
Provide teachers feedback on classroom management

Provide teachers with classroom management strategies and supports.  
Provide teachers feedback on classroom management

Provide teachers with classroom management strategies and supports associated with PBIS as well as the incentive system to motivate students for positive behavior rewards.

Administrator will personally conference with parents of all students suspended and form a plan of action for when the student returns

Administrator will personally conference with parents of all students suspended and form a plan of action for when the student returns

Administrator will personally conference with parents of all students suspended and form

to school

Administrator will check in with the student and parent of each student suspended regarding status of behavior at the end of each trimester

Administrator will put a system in place to regularly check in with students that have frequent behavior concerns

Research effective progressive discipline plans and remedies

to school

Administrator will check in with the student and parent of each student suspended regarding status of behavior at the end of each trimester

Administrator will put a system in place to regularly check in with students that have frequent behavior concerns

Research effective progressive discipline plans and remedies

a plan of action for when the student returns to school

Administrator will check in with the student and parent of each student suspended regarding status of behavior at the end of each trimester

Administrator will put a system in place to regularly check in with students that have frequent behavior concerns

Impelement progressive disciplinary procedures and restorative justice to ensure fairness and consistency in discipline and behavioral expectations.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$2000	\$3,000
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	1000, 2000, 3000	1000, 2000, 3000	1000, 2000, 3000

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Administrator will personally conference with socioeconomically disadvantaged parents and students suspended in the 2016-17 school year by the end of the first week of school in order to create an action plan for

Administrator will personally conference with socioeconomically disadvantaged parents and students suspended in the 2016-17 school year by the end of the first week of school in order to create an action plan for

Action was eliminated following the 18-19 school year.

behavior

behavior

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$0	\$0	\$0
<b>Source</b>	None	None	None
<b>Budget Reference</b>	None	None	None

### Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain 0 expulsions

Maintain 0 middle school dropouts

2018-19 Actions/Services

Maintain 0 expulsions

Maintain 0 middle school dropouts

2019-20 Actions/Services

Maintain 0 expulsions

Maintain 0 middle school dropouts

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	None	None	None
Budget Reference	None	None	None

## Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

Maintain attendance incentives, monthly drawings for students with perfect attendance, and recognition of students at monthly awards assemblies

Administration and/or staff will personally call any student that is identified as chronically absent each day of an absence to encourage to return to school

**2018-19 Actions/Services**

Maintain attendance incentives, monthly drawings for students with perfect attendance, and recognition of students at monthly awards assemblies

Administration and/or staff will personally call any student that is identified as chronically absent each day of an absence to encourage to return to school

**2019-20 Actions/Services**

Maintain the monthly attendance awards for students who maintain 97% attendance or better for each individual month.

Maintain the trimester awards for attendance with special attention to students who have perfect attendance with ability to receive major incentives.

Work with families of chronically absent students to increase attendance. Offer improved services for transportation and after school care.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$5000	\$5000	\$5,000
<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	4000	4000	4000

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$144,192

Percentage to Increase or Improve Services

23.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

1. Teachers receive a stipend for time spent (2 days per week for 8 months) after school lesson planning, lesson design, and data analysis with the help of SCSOS Educational Services coordinator and/or administration.
2. Teachers participate in 5 "Buy Back Days" where time is spent lesson planning, receiving information on new procedures in accountability, student discipline, and instructional scheduling, and preparing the classroom for students.
3. All teachers will participate in Sutter County Superintendent of School's two-day Summer Institute August 2nd and 3rd. Sessions will be selected based on administrative input.
4. Teachers are encouraged to participate in additional conferences in skill acquisition and instructional practices.

## LCAP Year: 2018-19

## Estimated Supplemental and Concentration Grant Funds

\$129,768

## Percentage to Increase or Improve Services

26.54%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

1. Teachers receive a stipend for time spent (2 days per week for 8 months) after school lesson planning, lesson design, and data analysis with the help of SCSOS Educational Services coordinator and/or administration.
2. Teachers participate in 5 "Buy Back Days" where time is spent lesson planning, receiving information on new procedures in accountability, student discipline, and instructional scheduling, and preparing the classroom for students.
3. All teachers will participate in Sutter County Superintendent of School's two-day Summer Institute August 2nd and 3rd. Sessions will be selected based on administrative input.
4. Teachers are encouraged to participate in additional conferences in skill acquisition and instructional practices.
5. After school program to meet needs of unduplicated pupils providing instruction, intervention and transportation.

## LCAP Year: 2019-20

## Estimated Supplemental and Concentration Grant Funds

\$73563

## Percentage to Increase or Improve Services

14.27%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide

or LEA-wide use of funds (see instructions).

For the 19-20 school year, the follow through on the adoption of both a Social Studies and Science curriculums will help all students, especially our unduplicated pupils as we chose programs that address the specific needs of these students.

The following services provide increased services:

The after school program will employ a certificated teacher this upcoming year to improve student achievement.

The staff will use minimum day staff development to increase the ELD needs of our students and bring in coaching appropriate to help with these needs.

The Educational Specialist will build a better comprehensive program in Science employing NGSS standards while combining with the vision of the Outdoor Education program.

The continued development of the Robotics, Music and Art programs will enhance and increase services for all students, especially our students with more keen needs.

We will diversify the field trips we take to better round out the educational needs of our students and give them opportunity to see and do things they would not normally be able to do outside of school - especially our socioeconomically disadvantaged students.