

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meridian Elementary	37-67991-6037717	May 22, 2019	July 30, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Meridian will support underserved students with targeted interventions specific to their needs. Among these will be additional counseling, support for English Learners in the area of language arts, tutorials in ELA and Math and social-emotional learning. In addition, there will be an emphasis on parent and family engagement opportunities such as Parent University and home visits.

The overall academic performance of students at Meridian is at the orange level for English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Meridian will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum Meridian will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high-quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 22, 2019 was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on May 20, 2019 was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to

generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on September 6, 2018 and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.6%	0.64%	0.67%	4	4	4
African American	6.9%	7.21%	5.01%	43	45	30
Asian	1.9%	2.24%	3.84%	12	14	23
Filipino	0.5%	0.32%	0.17%	3	2	1
Hispanic/Latino	24.9%	24.52%	24.54%	155	153	147
Pacific Islander	0.5%	0.32%	0.17%	3	2	1
White	59.8%	59.29%	61.44%	372	370	368
Multiple/No Response	2.9%	3.69%	2.34%	18	23	14
Total Enrollment				622	624	599

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	107	115	115
Grade 1	98	99	91
Grade 2	95	95	90
Grade3	101	98	100
Grade 4	108	106	101
Grade 5	113	111	102
Total Enrollment	622	624	599

Conclusions based on this data:

1. Enrollment has been in decline since the district has moved to keep students at their "home" school whenever possible.
2. There was a steep decline in enrollment between the 2015/2016 and 2016/2017 school years, but stabilized in the 2017-18 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	300	309	322	48.2%	49.5%	53.8%
Fluent English Proficient (FEP)	35	48	36	5.6%	7.7%	6.0%
Reclassified Fluent English Proficient (RFEP)	32	55	12	10.0%	18.3%	3.9%

Conclusions based on this data:

1. The percent of Meridian's EL students has continued to grow over the last three years.
2. The percentage of Fluent English Proficient has continued to grow each year.
3. The percentage of RFEP students has nearly doubled in growth within the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	105		101	98		99	98		99	93.3		98
Grade 4	114		101	108		101	108		101	94.7		100
Grade 5	116		100	111		100	111		100	95.7		100
All Grades	335		302	317		300	317		300	94.6		99.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2375.		2368.	12.24		9.09	11.22		19.19	24.49		15.15	52.04		56.57
Grade 4	2404.		2434.	7.41		11.88	18.52		21.78	18.52		23.76	55.56		42.57
Grade 5	2447.		2443.	9.91		9.00	21.62		20.00	20.72		23.00	47.75		48.00
All Grades	N/A	N/A	N/A	9.78		10.00	17.35		20.33	21.14		20.67	51.74		49.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	13.27		8.08	24.49		39.39	62.24		52.53	
Grade 4	12.04		13.86	42.59		46.53	45.37		39.60	
Grade 5	13.51		15.00	36.94		41.00	49.55		44.00	
All Grades	12.93		12.33	35.02		42.33	52.05		45.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.31		9.28	43.88		39.18	40.82		51.55
Grade 4	6.48		10.89	44.44		44.55	49.07		44.55
Grade 5	18.02		5.05	39.64		43.43	42.34		51.52
All Grades	13.25		8.42	42.59		42.42	44.16		49.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.14		9.09	63.27		58.59	29.59		32.32
Grade 4	6.48		13.86	48.15		59.41	45.37		26.73
Grade 5	10.81		10.00	50.45		58.00	38.74		32.00
All Grades	8.20		11.00	53.63		58.67	38.17		30.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.24		13.13	43.88		35.35	43.88		51.52
Grade 4	6.48		13.86	50.00		54.46	43.52		31.68
Grade 5	9.91		16.00	45.05		42.00	45.05		42.00
All Grades	9.46		14.33	46.37		44.00	44.16		41.67

Conclusions based on this data:

1. 52% of our students in grades 3-5 are below standard in reading.
2. Writing and listening skills are relative strengths of Meridian students.
3. An increased focus and support of ELA reading, writing, listening, speaking, and research are needed in order to close the achievement gap.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	105		101	103		100	103		100	98.1		99
Grade 4	114		101	114		101	114		101	100		100
Grade 5	116		100	115		99	115		99	99.1		99
All Grades	335		302	332		300	332		300	99.1		99.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2395.		2384.	7.77		6.00	18.45		15.00	35.92		31.00	37.86		48.00
Grade 4	2418.		2431.	8.77		5.94	14.04		14.85	32.46		37.62	44.74		41.58
Grade 5	2457.		2450.	7.83		6.06	12.17		16.16	34.78		28.28	45.22		49.49
All Grades	N/A	N/A	N/A	8.13		6.00	14.76		15.33	34.34		32.33	42.77		46.33

Concepts & Procedures Applying mathematical concepts and procedures																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19									
Grade 3			12.62			13.00			42.72			31.00			44.66			56.00
Grade 4			12.28			11.88			26.32			28.71			61.40			59.41
Grade 5			12.17			13.13			31.30			27.27			56.52			59.60
All Grades			12.35			12.67			33.13			29.00			54.52			58.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19									
Grade 3			8.74			6.00			52.43			45.00			38.83			49.00
Grade 4			10.53			9.90			37.72			37.62			51.75			52.48
Grade 5			9.57			7.07			38.26			36.36			52.17			56.57
All Grades			9.64			7.67			42.47			39.67			47.89			52.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.68		9.00	45.63		51.00	43.69		40.00
Grade 4	13.16		10.89	35.09		45.54	51.75		43.56
Grade 5	4.35		5.05	41.74		41.41	53.91		53.54
All Grades	9.34		8.33	40.66		46.00	50.00		45.67

Conclusions based on this data:

1. The percentage of students below standard increased in 2016-2017, after a decrease over the previous two years in fourth and fifth grades.
2. Third grade math performance has declined over the last three years.
3. Concepts and Procedures, as well as Communicating Reasoning continue to be major challenges in our mathematics program across grade levels.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1413.0		1425.2		1384.5		61	
Grade 1	1445.1		1450.9		1438.9		61	
Grade 2	1458.6		1456.8		1460.0		53	
Grade 3	1472.6		1464.9		1479.7		53	
Grade 4	1497.8		1486.8		1508.3		46	
Grade 5	1495.5		1483.5		1507.1		35	
All Grades							309	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.15		27.87		24.59		*		61	
1	32.79		22.95		18.03		26.23		61	
2	28.30		32.08		*		20.75		53	
3			39.62		30.19		30.19		53	
4	*		58.70		*		*		46	
5	*		42.86		*		*		35	
All Grades	21.04		35.92		22.01		21.04		309	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.54		*		19.67		*		61	
1	42.62		24.59		19.67		*		61	
2	45.28		30.19		*		*		53	
3	*		47.17		20.75		20.75		53	
4	43.48		30.43		*		*		46	
5	31.43		42.86		*		*		35	
All Grades	37.54		30.74		16.50		15.21		309	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		22.95		40.98		21.31		61	
1	31.15		18.03		24.59		26.23		61	
2	22.64		24.53		*		35.85		53	
3			22.64		28.30		49.06		53	
4	*		30.43		39.13		*		46	
5	*		34.29		*		31.43		35	
All Grades	16.50		24.60		28.48		30.42		309	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.38		27.87		*		61	
1	44.26		39.34		*		61	
2	45.28		43.40		*		53	
3	*		64.15		26.42		53	
4	41.30		43.48		*		46	
5	31.43		62.86		*		35	
All Grades	39.16		45.31		15.53		309	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.70		37.70		24.59		61	
1	44.26		42.62		*		61	
2	50.94		32.08		*		53	
3	32.08		50.94		*		53	
4	43.48		43.48		*		46	
5	42.86		45.71		*		35	
All Grades	41.75		41.75		16.50		309	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		68.85		18.03		61	
1	39.34		27.87		32.79		61	
2	26.42		28.30		45.28		53	
3			47.17		52.83		53	
4	*		60.87		30.43		46	
5	*		57.14		*		35	
All Grades	17.80		47.57		34.63		309	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.07		37.70		26.23		61	
1	26.23		49.18		24.59		61	
2	*		62.26		22.64		53	
3	*		64.15		33.96		53	
4	26.09		58.70		*		46	
5	*		42.86		*		35	
All Grades	22.33		52.43		25.24		309	






Conclusions based on this data:

1. Listening and speaking domains are relative strengths at Meridian.
2. The writing domain is an area for continued growth at Meridian.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. The suspension rate has improved over the last year.
2. Chronic absenteeism, and continued growth in the academic areas of English Language Arts and Mathematics are areas of continued focus.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 62.5 points below standard Declined -3.8 points 286 students	<p>English Learners</p>  Orange 67.7 points below standard Declined -4 points 167 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Orange 63.6 points below standard Declined -4.9 points 243 students	<p>Students with Disabilities</p>  Orange 141.8 points below standard Increased 11.4 points 32 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 88.1 points below standard Declined -9.7 points 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53.7 points below standard Increased 11.9 points 67 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 61.9 points below standard Declined -8.2 points 173 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.1 points below standard Increased 9.9 points 117 students	12.5 points above standard Increased 18.8 points 50 students	57.9 points below standard Declined -5.6 points 117 students

Conclusions based on this data:

1. We are seeing strong academic growth with our English Learner population, and Reclassified English Learners.
2. There was solid growth for our students with disabilities.
3. A nearly 4% decline in our overall student student performance indicates the need for increased focus in English Language Arts.

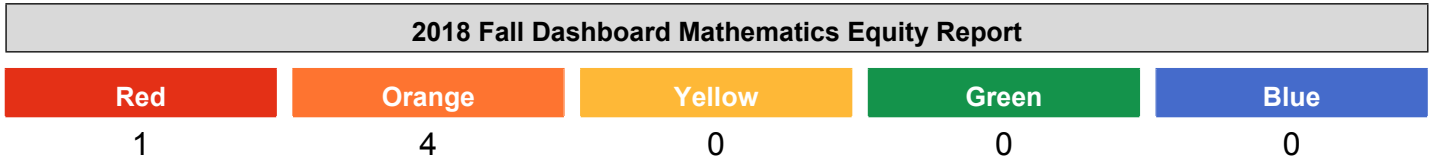
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 56 points below standard Declined -4.3 points 285 students	<p>English Learners</p>  Orange 52.8 points below standard Declined -4.5 points 166 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Orange 57.9 points below standard Declined -6.2 points 242 students	<p>Students with Disabilities</p>  Red 136 points below standard Maintained 1.2 points 31 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 89.9 points below standard Maintained 0.2 points 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.6 points below standard Declined -9.6 points 66 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 49.6 points below standard Declined -7.1 points 173 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.9 points below standard Declined -8.3 points 117 students	24.1 points above standard Increased 38.6 points 49 students	63 points below standard Declined -6.9 points 117 students

Conclusions based on this data:

1. Mathematics is an area of need across all subgroups.
2. Declined scores in all areas, with the exception of Reclassified English Learners, means that we need to closely evaluate how our mathematics program aligns with the standards assessed in CAASPP.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
309	21%	35.9%	22%	21%

Conclusions based on this data:

1. Approximately 56% of our English Learner population scored level 3 or 4 on the ELPAC assessment.

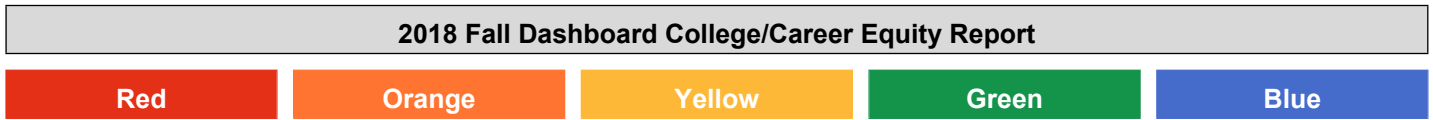
School and Student Performance Data

Academic Performance College/Career

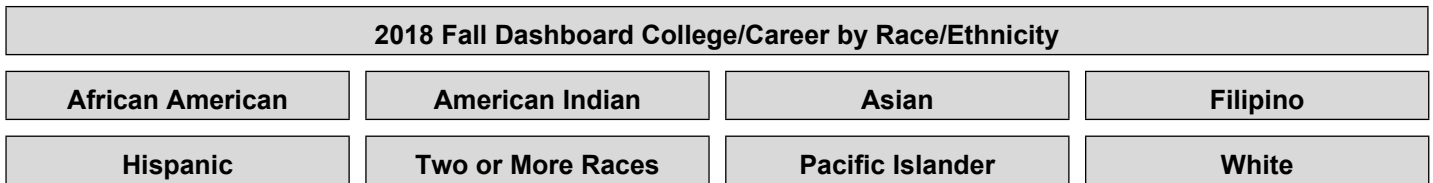
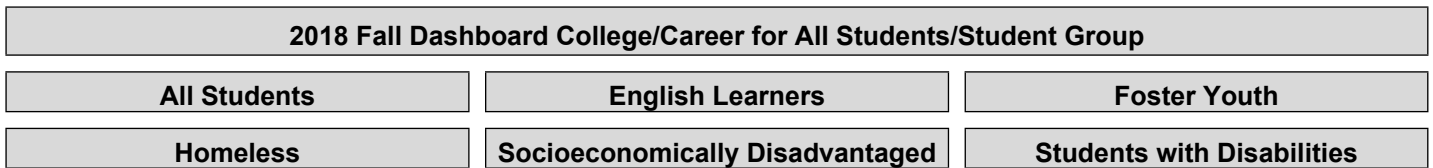
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

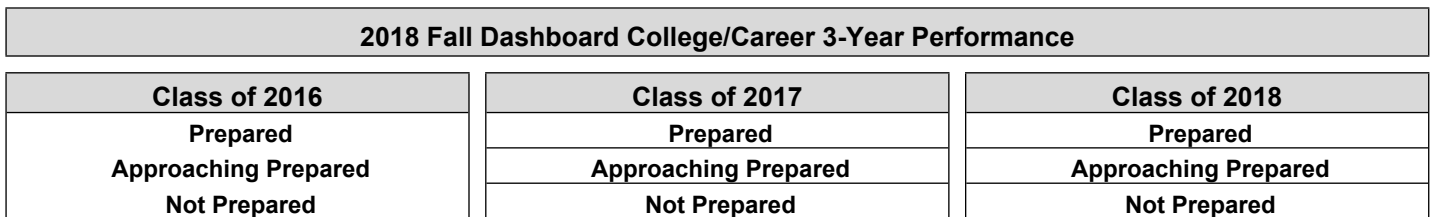
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

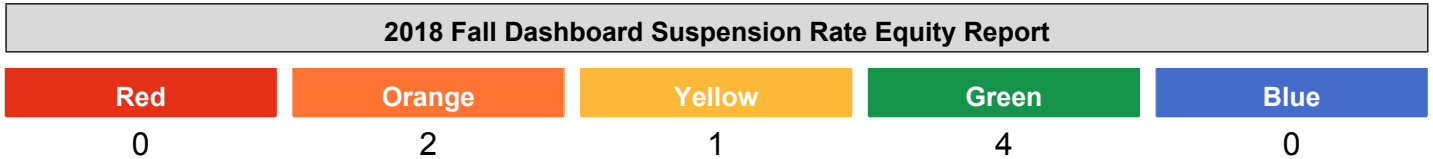
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 1.7% suspended at least once Maintained 0% 693 students	<p>English Learners</p>  Green 0.9% suspended at least once Declined -0.8% 343 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 8 students
<p>Homeless</p>  No Performance Color 9.1% suspended at least once 11 students	<p>Socioeconomically Disadvantaged</p>  Green 1.4% suspended at least once Declined -0.4% 579 students	<p>Students with Disabilities</p>  Green 2.2% suspended at least once Declined -1.7% 93 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.7% suspended at least once Increased 1.5% 53 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 5.6% suspended at least once Declined -1.6% 18 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.6% suspended at least once Declined -0.5% 179 students	 Orange 5% suspended at least once Increased 2.1% 40 students	 No Performance Color Less than 11 Students - Data 2 students	 Yellow 1.3% suspended at least once Maintained -0.2% 394 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.8% suspended at least once	1.7% suspended at least once	1.7% suspended at least once

Conclusions based on this data:

1. The suspension rate has maintained over the last two years.
2. A focus on Social Emotional Learning across campus has helped to maintain the suspension rate, but alternatives to suspension need to continue to be explored.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

Meridian students will have access to high-quality teachers and a broad range of educational programs to pursue areas of interest as they prepare for college and career success.

Identified Need

Based on CAASP and local data Meridian needs to provide opportunities for under-served students to participate in Project-based Learning (PBL) in order to increase depth of knowledge of CCSS, apply the standards to real-world experiences, and will aid in closing the achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: IAB Number & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (67): 32%/35%/31%</p> <p>Hispanic (16): 37%/31%/31% Asian (2): N/A African American(3): 33%/33%/33% White (42): 28%/35%35% Eng. Learners (39): 35%/38%/25% Low Income (60): 35%/36%/28%</p>	5% growth in all demographic areas
4th Grade Assessment: IAB Number & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (90): 46%/42%/11%</p> <p>Hispanic (16): 43%/50%/6% Asian (3): 66%/0%/33%</p>	5% growth in all demographic areas

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American (7): 14%/71%/14% White (58): 48%/39%/12% Eng. Learners (48): 58%/33%/8% Low Income (80): 45%/43%/11%	
5th Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (54): 33%/48%/18% Hispanic (15): 40%/40%/20% African American (4): 50%/25%/25% White (32): 28%/56%/15% Eng. Learners (27): 40%/44%/14% SWD (3): 66%/0%/33% Low Income (48): 33%/47%/18%	5% growth in all demographic areas
Reclassification Rate (County 14.9%)	Percent Reclassified: 18.3%	Reclassified Goal: 2% Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will participate in standards based educational excursions to provide an opportunity to apply content standard knowledge to real world experiences for under served students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Educational excursion

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

45% Teacher facilitator to provide services directly to students in one on one, small group, push in and pull out models. Provides lessons designed around individual student need with a focus on under-proficient students. Additional duties could consist of training and monitoring of English Learner progress,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

42,312

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated Salary and Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To provide opportunities for under-served students to participate in Project-based Learning (PBL) in order to increase depth of knowledge of CCSS, apply the standards to real-world experiences, and will aid in closing the achievement gap.
Software technology to support underserved students in closing the achievement gap. Such as, but not limited too, RazKids, Spelling City, IXL, Jupiter Ed., Spelling Classroom, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,500	Title I 4000-4999: Books And Supplies Supplemental Supplies, Materials, Resources
7,786	Title I PD 5000-5999: Services And Other Operating Expenditures Conference
5,000	Title I PD 1000-1999: Certificated Personnel Salaries Hourly
5,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Materials, Resources

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Conferences, workshops and trainings that support providing students with a broad range of experiences that allow them to master standards and build upon their college & career pathway.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I PD 5000-5999: Services And Other Operating Expenditures Conferences
2,000	Title I PD 1000-1999: Certificated Personnel Salaries Hourly

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Meridian Elementary will promote and provide a positive school climate and offer programs that promote health, wellness, and parent involvement.

Identified Need

Based on our chronic absenteeism rate falling into the orange band and our suspension rate at 1.7% Meridian needs a full-time School Counselor to facilitate small group instruction in the areas of: leadership, social skills, empathy and understanding, self-help, academic goal setting. The staff needs to learn on how to use PBIS and restorative practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 95.24%	Goal: Maintain at 95.24% or higher
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard 2016-2017 N/A	2017-2018: 6.61% 2017-2018: All students: Increased 2.8% Overall 11.6% Orange English Learners: Orange Low Income: Orange SWD: Red Homeless: N/A Foster Youth: N/A Hispanic: Red White: Orange Two or More Races: Green African American: Orange [add additional sub-group not listed as needed]	3% Decrease in Chronic Absenteeism
Dashboard: Suspension Rate 2016-2017: All students: 1.7% Orange	2017-2018: All students: Maintained 0% Overall 1.7% Yellow	<1% Suspension Rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners: Orange Low Income: Orange SWD: Orange Homeless: N/A Foster Youth: N/A Hispanic: Yellow White: Orange Two or More Races: N/A African American: Red [add additional sub-group not listed as needed]	English Learners: Green Low Income: Green SWD: Green Homeless: N/A Foster Youth: N/A Hispanic: Green White: Yellow Two or More Races: Orange African American: Orange [add additional sub-group not listed as needed]	
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.32 Hope 4.33 Entrepreneurial 2.58 Career/Financial Literacy 2.54	Increase by .2 in all Gallup Results
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.40	Increase by .2 in all Gallup Results

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Counselor supplies and materials to facilitate small group instruction on relevant topics (i.e. empathy, problem solving, anger management, etc.) for qualifying students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

350

Source(s)

Title I
 4000-4999: Books And Supplies
 Instructional Materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A Health aide will provide services for all students for 3 hours a day, five days based on student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,300

Source(s)

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Classified Salary and Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support families in participating in their child's education District approved childcare providers will be available for meetings and conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Classified Salary and Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To increase parent engagement and participation through Parent University, a bulletin will be provided for parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I
5700-5799: Transfers Of Direct Costs
Supplemental copies from Printshop

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide additional office support to ensure families needs are met on a consistent basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Classified additional hours

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A full-time School Counselor to facilitate small group instruction in the areas of: leadership, social skills, empathy and understanding, self-help, academic goal setting, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

47,496

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Certificated Salary & Benefits: 50% based on students needs

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

All students at Meridian will demonstrate progress and proficiency over time to mastering and developing college and career readiness for global competencies.

Identified Need

Based in our annual measurable outcomes Meridian needs to provide small group instruction in the areas of mathematics and language arts. Staff needs to attend conferences, workshops and trainings that support providing students with a broad range of experiences that allow them to master standards and build upon their college & career pathway.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: IAB Number & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (67): 32%/35%/31%</p> <p>Hispanic (16): 37%/31%/31%</p> <p>Asian (2): N/A</p> <p>African American(3): 33%/33%/33%</p> <p>White (42): 28%/35%35%</p> <p>Eng. Learners (39): 35%/38%/25%</p> <p>Low Income (60): 35%/36%/28%</p>	5% growth in all demographic areas
4th Grade Assessment: IAB Number & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (90): 46%/42%/11%</p> <p>Hispanic (16): 43%/50%/6%</p> <p>Asian (3): 66%/0%/33%</p>	5% growth in all demographic areas

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American (7): 14%/71%/14% White (58): 48%/39%12% Low Income (80): 45%/43%/11%	
5th Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (54): 33%/48%/18% Hispanic (15): 40%/40%/20% African American (4): 50%/25%/25% White (32): 28%/56%15% Eng. Learners (27): 40%/44%/14% SWD (3): 66%/0%/33% Low Income (48): 33%/47%/18%	5% growth in all demographic areas
Reclassification Rate (County 14.9%)	Percent Reclassified: 18.3%	Reclassified Goal: 2% Growth

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase/print supplemental instructional supplies and materials that will be used to support common core instruction, increasing access to non-fiction materials for under-served students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1371

Source(s)

Title I
4000-4999: Books And Supplies
Instructional Supplies & Materials

2,000

Title I
5700-5799: Transfers Of Direct Costs
Supplemental copies from Printshop

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Grade Level teams will be provided hourly release to collaborate to review data, and plan academic and social services to meet the needs of under served students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,000

Title I
1000-1999: Certificated Personnel Salaries
Certificated hourly

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use three classified staff members to provide small group instruction along with highly qualified teachers in the areas of mathematics and language arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

57,228

Title I
2000-2999: Classified Personnel Salaries
Classified Salary & Benefits: Two/6 hour
Classroom Aides

32,514

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Classified Salary & Benefits: One/6 hour ELDA

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Teachers

Strategy/Activity

Provide instructional materials for students and provide supplemental materials for interventions as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

Title I
4000-4999: Books And Supplies
Supplies & Materials

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase hardware to increase 1:1 technology, complete repairs, and/or upgrades in order to provide adaptive technologies to under served students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I
4000-4999: Books And Supplies
Supplies, Materials & Equipment

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Conferences, workshops and trainings that support providing students with a broad range of experiences that allow them to master standards and build upon their college & career pathway.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Conferences: Registration
3,083	Title I PD 1000-1999: Certificated Personnel Salaries Hourly

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

Parents and community members will have multiple opportunities to participate in decision making and play an active role in shaping the program at Meridian school.

Identified Need

In comparing annual measurable outcomes and reviewing Parent Needs Assessments Meridian needs to increase parent engagement. We need a Bilingual Community Liaison who can support student achievement by improving family engagement at the site, and helping parents learn how they can support their children's education at home. They can also help in supporting Family Education Events focusing on Language Arts, Math and Science will can be held during Family Teacher Team events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University Courses	3 sessions/ 12 parents	Goal: 3 sessions / 15 parents
Home Visits	Number of visits: 50	Goal: 100
School Site Council Meetings	Number of parents at meetings: 5	Maintain at 5 parents
English Learner Advisory Meetings	Number of parents at meetings: 6-12	Goal: 15

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family Education Events focusing on Language Arts, Math and Science will be held during Family Teacher Team events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Contracts: Presenters Culture and Morale
2,227	Title I Parent Involvement 4000-4999: Books And Supplies Supplies and materials

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Translation services in Pashto and Farsi will be provided for parent conferences and school communications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,634	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Salary/benefits

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A Bilingual Community Liaison will support student achievement by improving family engagement at the site, and helping parents learn how they can support their children's education at home. 50% match with District, which will match site's \$12,500 contribution

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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12,601

Title I
2000-2999: Classified Personnel Salaries
Classified Salary & Benefits

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Conduct teacher home visits to promote family-school engagement and to improve student achievement for under served students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,458

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Certificated Hourly

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$166,758
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$282,055.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$140,662.00
Title I Parent Involvement	\$3,227.00
Title I PD	\$22,869.00

Subtotal of additional federal funds included for this school: \$166,758.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Supplemental Concentration Funding	\$115,297.00

Subtotal of state or local funds included for this school: \$115,297.00

Total of federal, state, and/or local funds for this school: \$282,055.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	\$115,297	0.00
Title I Parent Involvement	\$3,227	0.00
Title I	\$140,662	0.00
Title I PD	\$22,869	0.00

Expenditures by Funding Source

Funding Source	Amount
Supplemental Concentration Funding	115,297.00
Title I	140,662.00
Title I Parent Involvement	3,227.00
Title I PD	22,869.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	118,349.00
2000-2999: Classified Personnel Salaries	125,077.00
4000-4999: Books And Supplies	18,448.00
5000-5999: Services And Other Operating Expenditures	17,681.00
5700-5799: Transfers Of Direct Costs	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	55,954.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	48,948.00

4000-4999: Books And Supplies	Supplemental Concentration Funding	6,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	3,895.00
1000-1999: Certificated Personnel Salaries	Title I	52,312.00
2000-2999: Classified Personnel Salaries	Title I	76,129.00
4000-4999: Books And Supplies	Title I	9,721.00
5700-5799: Transfers Of Direct Costs	Title I	2,500.00
4000-4999: Books And Supplies	Title I Parent Involvement	2,227.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Title I PD	10,083.00
5000-5999: Services And Other Operating Expenditures	Title I PD	12,786.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,598.00
Goal 2	63,446.00
Goal 3	115,091.00
Goal 4	25,920.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Ryan Satterfield	Principal
Loren Johnson	Classroom Teacher
Tania Sada	Classroom Teacher
Carolona Wooten-Calhoun	Classroom Teacher
Debra Davis	Other School Staff
Saul Bejarano	Parent or Community Member
Justin Monteilh	Parent or Community Member
Mary Nasser	Parent or Community Member
Vicki Reed	Parent or Community Member
Jinan Yousif	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.