

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

**LCAP Year:** 2018-19

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

Javier Lopez

Superintendent/Principal

## Email and Phone

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530-696-2604

## 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 Kindergarten through Grade 8. Meridian is a unique rural public school with rigorous academic programs, enriching extracurricular programs, and a competitive athletic program. New English Language Arts and Mathematics curriculum have recently been adopted by the Board. Each teacher is qualified to teach multiple grade levels and multiple subjects to give each student a well-rounded academic education.

The school enrollment averages 61 students with a capacity of 140 students. Each classroom is a mixture of hands-on and direct instruction, with a strong curriculum that meets the new California Standards in all subject areas.

The Meridian Elementary School District student body is 77% socioeconomically disadvantaged, 36% English learners, 59% Hispanic, 35% white, and 12% are students with disabilities.

### LCAP Highlights

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

Due to the focus on instructional coaching for teachers, there were increases in student scores as reflected on ELA and Math CAASPP.

# Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

Increased teacher support and professional development in order to improve student outcomes.

Referring to the LCFF Evaluation Rubrics, 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

Meridian was identified for Differentiated Assistance in the Fall of 2017. Students identified as "Socioeconomically Disadvantaged" did not meet the identified targets in Priorities 4 and 6. In order to address these areas, an increased focus in 2018-19 on professional development for teachers and quality best first instruction.

Suspension Rate Indicator - All Students - "Red" Performance Category - Status "Very High" at 8.9% - Change "Increased Significantly" 8.9%

Suspension Rate Indicator - Socioeconomically Disadvantaged Students - "Red" Performance Category - Status "Very High" at 7.9% - Change "Increased" 7.9%

\*All student groups "Increased Significantly"\*

ELA Indicator - All Students - "Red" Performance Category - Status "Very Low" at 85.1 points below level 3 (Standard Met) - Status - "Declined Significantly" by 34.4 points.

ELA Indicator - Socioeconomically Disadvantaged Students - "Red" Performance Category - Status "Very Low" at 108 points below level 3 (Standard Met) - Status - "Declined Significantly" by 36.8 points.

\*All student groups are "Low" or "Very Low" and "Declined Significantly"\*

Math Indicator - All Students - "Orange" Performance Category - Status "Low" at 80.6 points below level 3 (Standard Met) - Status - "Declined" by 7 points.

Math Indicator - Socioeconomically Disadvantaged Students - "Red" Performance Category - Status "Very Low" at 109.6 points below level 3 (Standard Met) - Status - "Declined" by 11.1 points.

\*All student groups are "Low" or "Very Low" and "Declined"\*

Although not a significant student group in ELA or Math, English Learners scores are significantly declining. In ELA, the average student is scoring "Very Low" at 95.6 points below level 3 (Standard Met) and "Declined Significantly" by 16.3 points. In Math, the average student is scoring "Very Low" at 105.8 points below level 3 (Standard Met) and "Declined" by 14.2 points.

Referring to the LCFF Evaluation Rubrics, 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 are no identified performance gaps identified because all student are in the "Red" Performance Category in Suspension and ELA and "Orange" in Math. All significant student groups are also in the "Red" in Suspension, ELA, and Math.

In order to address these performance gaps, Meridian school district administration and teachers will focus on data analysis every 6 weeks in order to identify particular students and student groups not meeting performance expectations.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

1. Increase services for English learners and socioeconomically disadvantaged students by providing intensive training for paraprofessionals and student services coordinator.
2. Provide teachers opportunity to observe other teachers outside of the district who are known to exhibit qualities of effective classroom instruction specific to English learners and low socioeconomically disadvantaged students.
3. SCSOS Educational Services coordinator will work with teachers approximately 2 days week as an instructional coach, focusing on effective instructional strategies, data analysis, and lesson planning.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,444,006
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	123,600.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

1. Increase services for English learners and socioeconomically disadvantaged students by providing

intensive training for paraprofessionals and student services coordinator.

2. Provide teachers opportunity to observe other teachers outside of the district who are known to exhibit qualities of effective classroom instruction specific to English learners and low socioeconomically disadvantaged students.

3. SCSOS Educational Services coordinator will work with teachers approximately 2 days week as an instructional coach, focusing on effective instructional strategies, data analysis, and lesson planning

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$653,215

# Annual Update

**LCAP Year Reviewed:** 2017-18

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**

Metrics/Indicators:

1.1 - Local Indicator – Basic Conditions at School

2017-18:

Maintain fully credentialed and appropriately assigned teachers

**Actual**

Maintained fully credentialed and appropriately assigned teachers

**Expected**

Metrics/Indicators:

1.1 - Local Indicator – Basic Conditions at School

2017-18:

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

Metrics/Indicators:

1.2b - Local Indicator – Basic Conditions at School

2017-18:

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

Metrics/Indicators:

1.2c - Local Indicator – Basic Conditions at School

2017-18:

Attend Framework rollout offered by Sutter County Superintendent of Schools.

Begin initial review of materials presented to SBE for recommendation

**Actual**

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

Evaluated current science materials to determine what additional resources were needed in order to align instruction and materials to NGSS

Teachers were provided a list of online and supplemental materials available that align to NGSS

No teachers attended the Framework rollout offered by Sutter County Superintendent of Schools

1 teacher attended publisher presentations of new instructional materials

**Expected**

Metrics/Indicators:

1.3 - Local Indicator – Basic Conditions at School (Facilities Inspection Tool)

2017-18:

Maintain facilities in good repair as per Facilities Inspection Tool

Metrics/Indicators:

1.4a - Daily Instructional Schedule

2017-18:

Maintain broad course access for all students

Metrics/Indicators:

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

2017-18:

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

**Actual**

Maintained facilities in good repair as per Facilities Inspection Tool

Maintained broad course access for all students

Teachers met one-on-one with SCSOS STEM Coordinator to develop one unit of study. A vision for science in all grades was not defined. Parent engagement opportunities for NGSS were not explored.

**Expected**

Metrics/Indicators:  
1.5 - Local Indicator – Implementation of State Academic Standards

2017-18:  
Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science

Metrics/Indicators:  
1.6 – Consultant Reports

2017-18:  
Provide 2 days per month of administrative mentorship

**Actual**

Teachers were provided ongoing professional development in ELA/ELD, Math, Science, and History/Social Science

Provided at least 2 days per month of administrative mentorship

**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 Provided stipends to support teacher attendance for professional learning after school hours.

Amount  
\$20,000

Source  
Supplemental Concentration

Budget Reference  
Cert. Salaries (35% of 7-8 grade teacher salary used for teaching math), bonus \$5000

Amount:  
\$22,506.15

Source:  
Supplemental Concentration

Budget Reference:  
Cert. Salaries (35% of 7-8 grade teacher salary used for teaching math), bonus \$5000

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

Amount  
\$1000

Source  
Supplemental Concentration

Budget Reference  
4000

Amount:  
\$1,859.45

Source:  
Restricted Lottery  
Base  
Unrestricted Lottery

Budget Reference:  
4000

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Site level planning time dedicated to science  
 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 on-site for supporting NGSS-aligned instructional practices

On September 7, 2017 and September 8, 2017, SCSOS STEM Coordinator met with the 7th/8th grade teacher to plan and co-teach a science lesson. On February 14, 2018, SCSOS STEM Coordinator met with each teacher to plan and review available resources. Teachers met one-on-one with the SCSOS STEM Coordinator in April 2018 to review resources and plan out one unit of study.

Amount  
 \$5000  
  
 Source  
 Supp/Con  
  
 Budget Reference  
 4000

Amount:  
 \$1,770.00  
  
 Source:  
 Supp/Con  
 Base  
  
 Budget Reference:  
 5800, 1100

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

No staff participated in the History/Social Studies Framework Rollout offered by Sutter County Superintendent of Schools in December 2017. The 5th/6th grade teacher attended History/Social Science presentations by publishers to review the instructional materials available for pilot or purchase.

Amount  
\$2000  
  
Source  
Supp/Con  
  
Budget Reference  
4000

Amount:  
\$0  
  
Source:  
None  
  
Budget Reference:  
None

## Action 5

### Planned Actions/Services

Maintain facilities in good repair as per Facilities Inspection Tool

### Actual Actions/Services

Maintained facilities in good repair as per Facilities Inspection Tool

### Budgeted Expenditures

Amount  
\$2000  
  
Source:  
Supp/Con  
  
Budget Reference  
4000

### Estimated Actual Expenditures

Amount:  
\$12,642.00  
  
Source:  
Base  
Routine Restricted Maintenance  
  
Budget Reference:  
2000, 4000, 5000

## Action 6

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

**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

Continue VAPA/drama activities using a paraprofessional

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

**Actual Actions/Services**

Maintained broad course access for all students. Technology access has increased for students. On September 25, 2017 and November 27, 2017, SCSOS STEM Coordinator met the 5th/6th and 7th/8th grade teacher to provide Chromebook and G Suite training. In January 2018, SCSOS STEM Coordinator set up 30 Chromebooks on the Google Domain. On January 12, 2018, 7th/8th grade teacher and students received training on Google Classroom.

4 Teacher laptops were purchased to replace outdated teacher devices.

All students attended computer literacy classes with the Student Services Coordinator one day per week.

Licences for Accelerated Math

**Budgeted Expenditures**

Amount  
\$10000

Source  
Supp/Con

Budget Reference  
2000, 3000, 4000

**Estimated Actual Expenditures**

Amount:  
\$58,060.00

Source:  
Supp/Con  
REAP  
Title

Budget Reference:  
2000, 4000, 5000

**Planned Actions/Services**

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

**Actual Actions/Services**

and Accelerated Reader were maintained in order to monitor student progress

A representative from the arts council provided VAPA services to students on November 17, 2017, December 1, 2017, April 13, 2018, and May 11, 2018.

Paraprofessional did not facilitate VAPA/drama activities.

Student Services Coordinator and Paraprofessional support classroom instruction. Paraprofessional works solely in the K-2 classroom. Student Services Coordinator provides support to classroom instruction with minimal teacher input and collaboration. Support may or may not be aligned to core classroom instruction.

Students received PE instruction 30 minutes per day, 4 days per week.

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

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**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.

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

Current daily schedule does not reflect an increase of instructional minutes for science. Grades 3-8 student receive about 2 days a week of science instruction.

SCSOS STEM Coordinator provided teachers with available online resources and met one-on-one with teachers on April 18-19, 2018 to design a unit of study to be used in the Fall of 2018.

SCSOS STEM Coordinator was not contracted to provide supports such as learning walks and observation tools to the administrator

Amount  
0

Source

Budget Reference

Amount:  
\$1,140.00

Source:  
Supp/Con  
Base

Budget Reference:  
5800, 1000

**Action 8**

**Planned Actions/Services**

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.

Customized professional development from Sutter County Superintendent of Schools will 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

**Actual Actions/Services**

Local Indicator Tool was administered on November 29, 2017 in order to determine the effectiveness of standards-aligned instruction. The tool revealed Meridian Elementary School is in the beginning stages (Exploration and Research Phase) of the implementation of the NGSS and History/Social Science, Health Education , Physical education, and VAPA Content Standards. ELA and Math Content Standards are in the Initial Implementation Phase.

All teachers participated in Grade-Level Summits for ELA/ELD and Science in September/October 2017.

Customized professional development from Sutter County Superintendent of Schools was provided on-site to support teachers in ELA . science and technology.

**Budgeted Expenditures**

Amount  
Part of funding from 2.a

Source  
Supp/Con

Budget Reference  
Professional development

**Estimated Actual Expenditures**

Amount:  
\$23,640

Source:  
Supp/Con  
Title II

Budget Reference:  
1000, 2000, 5000

**Planned Actions/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

**Actual Actions/Services**

Teachers had the opportunity to be compensated for 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. Participation was inconsistent. There was no system in place to track what teachers were working on and whether the time was effective.

SCSOS Educational Services coordinator was on site an average of 1-2 days per week. Support for teachers and administration included lesson observations and feedback, co-teaching, lesson planning, delivery support, classroom management and organization, diagnostic test administration, and data analysis.

5th/6th grade teacher utilized the Academic Vocabulary Toolkit with students for 20-30 minutes

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

per day, 5 days per week.  
3rd/4th grade teacher chose not to implement the program.

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

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Ongoing mentorship was provided for the administrator with Board meeting preparations, personnel strategies, and Board/Superintendent relations.

Board of Trustees received monthly detailed updates.

Amount  
\$10,000

Source  
Supp/Con

Budget Reference  
5000

Amount:  
\$9,750.00

Source:  
Base

Budget Reference:  
5000

**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.

Implementations of the actions and services effectively supported goal one to provide conditions of learning that will develop College and Career Ready students. In collaboration with Sutter County Superintendent of Schools and its Educational Services Department, professional development was provided to our teachers to address the rigor of the California Standards in ELA/ELD, math, and NGSS. Professional development was also provided to teachers to improve teaching practices and strategies. A standards based report card was implemented in grades K-6 to inform stakeholders of student progress towards CA Standards. 100% of teachers were appropriately assigned and credentialed and we maintained a broad course of study with 100% of students having access to standards-aligned instructional materials. A Student Services Coordinator position was continued to serve as the LEA Assessment Coordinator as well as coordinate and administer all state and local assessments. Facilities were maintained in good repair.

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

The actions/services in the 2017-18 LCAP were effective toward the progression of the goal of providing conditions of learning that will develop College and Career Ready students. The professional development provided to the teaching staff was instrumental in our district seeing significant gains (unofficial pre-released data) in both math and ELA/ELD. This professional development was also instrumental in our ELD component as 66% (12 of 18) of our English Learners scored a 3 or 4 on the ELPAC. There was limited attention to NGSS in 17-18 due to the focus on ELA instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - expenditures exceeded budget due to and increase in teacher salary and professional learning hours.

Action 2 - expenditures exceeded budget due to purchase of additional instructional materials

Action 3 - expenditures were less than budget due to a decrease in the number of days originally scheduled for science support

Action 4 - expenditures were less than budget due to the district not participating in anticipated professional development through SCSOS.

Action 5 - expenditures exceeded budget due to increased costs for pest management, playground maintenance, and hot water tank and installation costs.  
Action 6 - expenditures exceeded budget due to unanticipated costs for teacher laptops, salary of Student Services Coordinator and K-2 Paraeducator.  
Action 7 - expenditures exceeded budget due to unexpected costs not originally budgeted for SCSOS STEM Coordinator and substitute teacher costs.  
Action 8 - expenditures exceeded budget due to increased costs for teacher support from SCSOS Educational Services.

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.

There will be no changes in the actions and services for 2018-19.

## 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

Actual

Metrics/Indicators:

2.1a – ELA Academic Progress Indicator and CAASPP data

2017-18:

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%

Fall 2017 Ca Schools Dashboard:

Status reflects 85.1 points below Level 3 (Standard Met). Change indicates "Declined Significantly" by 34.4 points.

Preliminary 2017-18 CAASPP data for ELA reflects the average student scored 47 points below level 3 (Standard Met)

Grade level and overall ELA CAASPP scores for students that met/exceeded grade level expectations:

3rd grade - 80% - increased 80%

4th grade - 17% - increased 4%

5th grade - 14% - increased 4%

6th grade - 20% - increased 13%

7th grade - 31% - decreased 7%

8th grade - 33% - increased 3%

Overall - 30% - increased 17.5%

Metrics/Indicators:

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

2017-18:

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

Fall 2017 Ca Schools Dashboard:

Status reflects 109.6 points below Level 3 (Standard Met). Change indicates "Declined" by 11.1 points.

## Expected

### Metrics/Indicators:

2.1c – Math Academic Progress Indicator

And

CAASPP Data

2017-18:

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%

### Metrics/Indicators:

2.1d – Math Academic Progress Indicator and CAASPP data (Socioeconomically Disadvantaged Students)

2017-18:

Increase status to reflect 88.5 points below Level 3 (Standard Met) to 83.5 points below Level 3 (Standard Met)

Adjust 2018-19 based on November 2017 release of the Dashboard

## Actual

### Fall 2017 Ca Schools Dashboard:

Status reflects 80.6 points below Level 3 (Standard Met). Change indicates "Declined" by 7 points.

Preliminary 2017-18 CAASPP data for ELA reflects the average student scored 63 points below level 3 (Standard Met)

Grade level and overall ELA CAASPP scores for students that met/exceeded grade level expectations:

3rd grade - 60% - increased 60%

4th grade - 17% - increased 17%

5th grade - 14% - increased 4%

6th grade - 20% - increased 6%

7th grade - 23% - decreased 15%

8th grade - 44% - increased 33%

Overall - 30% - increased 18%

### Fall 2017 Ca Schools Dashboard:

Status reflects 108 points below Level 3 (Standard Met). Change indicates "Declined Significantly" by 36.8 points.

**Expected**

Metrics/Indicators:  
2.2a – Local ELA data

2017-18:  
Use identified assessments in adopted instructional materials in ELA/ELD to create a baseline, measuring the number of students meeting grade level standards

Metrics/Indicators:  
2.2b –ELA instructional materials

2017-18:  
Evaluate the assessment opportunities in current ELA/ELD materials and establish an assessment plan

Metrics/Indicators:  
2.3a – Local Math Data

2017-18:  
Use adopted instructional materials in math to create a baseline, measuring the number of students meeting grade level standards

**Actual**

Baseline data for ELA/ELD was not consistently established among grade levels using adopted instructional materials.

An assessment plan for ELA was created. However, all teachers did not administer and/or track appropriate data.

Baseline data for Math was not consistently established among grade levels using adopted instructional materials.

**Expected**

Metrics/Indicators:  
2.3b – Math Instructional Materials

2017-18:  
Evaluate the assessment opportunities in current math materials and establish an assessment plan

Metrics/Indicators:  
2.4 – Reclassification data

2017-18:  
Reclassify an additional 3 students

Metrics/Indicators:  
2.5 – English Learner Progress Indicator and Local EL Data

2017-18:  
Baseline will be established for the English Learner Proficiency Assessment for California (ELPAC)

**Actual**

An assessment plan for math was created. However, all teachers did not administer and/or track appropriate data.

Zero students were reclassified

Students took the ELPAC Summative Assessment for the first time.  
Level 1 - 1 student  
Level 2 - 5 students  
Level 3 - 3 students  
Level 4 - 7 students

**Expected**

Metrics/Indicators:  
2.6 – Local EL data and master schedule

2017-18:  
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

Metrics/Indicators:  
2.7 – API

2017-18:  
Await guidance from the State

Metrics/Indicators:  
2.8 – After School Tutoring Schedule

2017-18:  
Continue to offer after school tutoring by Student Services Coordinator and paraprofessionals is currently offered to students

**Actual**

Students received daily EL services.  
  
Reclassification policy was not re-evaluated.

API has been eliminated

After school tutoring was provided by Student Services Coordinator, one paraprofessional, and occasionally by 5th/6th grade teacher.

**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

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

### Actual Actions/Services

Teachers were not provided dedicated collaboration time to analyze ELA CAASPP data and/or claim/target analysis. There were no identified growth targets provided by CDE. Locally growth targets were identified for CAASPP assessments through LCAP metrics. Data did not regularly drive classroom instruction. SCSOS, ELA/ELD Professional Development Coordinator provided 3rd-8th grade teachers resources to be used with students in order to prepare for the CAASPP.

Board was not provided ELA CAASPP data.

Teachers conferenced with all students in April 2018 prior to taking the ELA CAASPP. Content of the conference was focused more on motivation and did not necessarily include a reflection

### Budgeted Expenditures

Amount  
\$30,000

Source  
Supp/Con

Budget Reference  
5000

### Estimated Actual Expenditures

Amount:  
\$670

Source:  
Title II

Budget Reference:  
1000, 5000

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

on data. Administrator met one-on-one with students to provide additional motivation and set personal goals.

**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

No Action plans for "Socioeconomically Disadvantaged" students were created.

"Socioeconomically Disadvantaged" students were not independently discussed weekly by teachers, the instructional coach, and administration in order to plan instruction.

Teachers did not conference with "Socioeconomically Disadvantaged" students each trimester.

Amount  
Part of funding from 2.1 a

Source  
Supp/Con

Budget Reference  
5000

Amount  
Part of funding from 2.1 a

Source  
Supp/Con

Budget Reference  
5000

### Action 3

#### Planned 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 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 Math CAASPP test

#### Actual Actions/Services

Teachers were not provided dedicated collaboration time to analyze Math CAASPP data and/or claim/target analysis. There were no identified growth targets provided by CDE. Locally growth targets were identified for CAASPP assessments through LCAP metrics. Data did not regularly drive classroom instruction. SCSOS, ELA/ELD Professional Development Coordinator provided 3rd-8th grade teachers resources to be used with students in order to prepare for the CAASPP.

Board was not provided Math CAASPP data.

Teachers conferenced with all students in April 2018 prior to taking the Math CAASPP. Content of the conference was focused more on motivation and did not necessarily include a

#### Budgeted Expenditures

Amount  
Part of funding from 2.1 a

Source  
Supp/Con

Budget Reference  
5000

#### Estimated Actual Expenditures

Amount:  
\$550

Source:  
Title II

Budget Reference:  
5000

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

reflection on data. Administrator met one-on-one with students to provide additional motivation and set personal goals.

**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.

No Action plans for "Socioeconomically Disadvantaged" students were created.

"Socioeconomically Disadvantaged" students were not independently discussed weekly by teachers, the instructional coach, and administration in order to plan instruction.

Teachers did not conference with "Socioeconomically Disadvantaged" students each trimester.

Amount  
Part of funding from 2.1 a

Source  
Supp/Con

Budget Reference  
5000

Amount:  
\$0

Source:  
None

Budget Reference:  
None

**Action 5**

**Planned 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.

**Actual Actions/Services**

Baseline data using Wonders and StudySync publisher assessments was not consistently established by all teachers.

Analyzing data is not a consistent practice among all teachers.

A common tracking sheet was developed by the SCSOS Professional Development Coordinator. However, teachers did not utilize it consistently to track data.

Most teachers had fidelity to the adopted ELA/ELD curriculum.

5th/6th grade teacher implemented Dr. Kinsella’s Academic Vocabulary Toolkit daily with all students. Baseline data was not established. 3rd/4th grade teacher was offered the Academic Vocabulary

**Budgeted Expenditures**

Amount  
\$35,000

Source  
Supp/Con

Budget Reference  
1000, 2000, 3000

**Estimated Actual Expenditures**

Amount:  
\$550

Source:  
Supp/Con

Budget Reference:  
5000

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Toolkit, but rejected the resources due to a lack of time to implement.

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

K-6 teachers identified the following assessments would be used in order to create a baseline:  
 Kindergarten - Unit Assessments 3, 5, 7, and 9 in Wonders as well as ongoing Diagnostic Assessments (Letter Naming Fluency, Sight word Fluency, and Phonics Screener)  
 1st-6th - Unit Assessments 1, 3, and 5 in Wonders, Performance Tasks in Units 2 and 4, Genre Writing in Units 1-5, and Diagnostic Assessments as needed  
 7th-8th - Unit Assessments 1 and 2  
 Assessments dates were identified. Data was not

Amount  
 \$35,000  
  
 Source  
 Supp/Con  
  
 Budget Reference  
 1000, 2000, 3000

Amount:  
 \$5,700  
  
 Source:  
 Title II  
  
 Budget Reference:  
 5000

**Planned Actions/Services**

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 for students to meet future goals

**Actual Actions/Services**

consistently tracked by all teachers and was not required to be submitted by administration.

Testing protocol was established and discussed in staff meetings and one-on-one with teachers.

A pacing guide that included weeks of instruction, testing windows, and due dates of assessment data was provided by SCSOS Professional Development Coordinator.

Teachers did not consistently conference with all students in order to set measurable goals prior to all unit assessments. Teachers did not consistently conference with students after assessments in order to reflect and determine next steps. Assessments were often reviewed with students as a whole group.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 7**

**Planned Actions/Services**

Teachers will create baseline data using Bridges, Eureka Math, 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 math curriculum.

**Actual Actions/Services**

Baseline data using Bridges, Eureka Math, and CPM publisher assessments was not consistently established by all teachers.

Analyzing data is not a consistent practice among all teachers.

A common tracking sheet was developed by the SCSOS Professional Development Coordinator. However, teachers did not utilize it consistently to track data.

K-2, 5-6, and 7-8 teachers had fidelity to the adopted math curriculum.

**Budgeted Expenditures**

Amount  
\$35,000

Source  
Supp/Con

Budget Reference  
1000, 2000, 3000

**Estimated Actual Expenditures**

Amount:  
\$550

Source:  
Supp/Con

Budget Reference:  
5000

**Action 8**

**Planned Actions/Services**

Kindergarten–6th Grade teachers will work with SCSOS

**Actual Actions/Services**

K-6 teachers identified the following assessments would be

**Budgeted Expenditures**

Amount  
\$35,000

**Estimated Actual Expenditures**

Amount:

**Planned Actions/Services**

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 due dates of assessment data.

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

**Actual Actions/Services**

used in order to create a baseline:  
 Kindergarten-4th Grade - Bridges Assessments - Not identified  
 5th-6th - Eureka Math Assessments - 6 module assessments and mid-module quizzes  
 7th-8th - CPM Assessments - Not identified  
 An assessment plan was not created. Data was not consistently tracked by all teachers and was not required to be submitted by administration.

Testing protocol was established and discussed in staff meetings and one-on-one with teachers.

A pacing guide was not provided

Teachers did not consistently conference with all students in order to set measurable goals prior to all unit assessments. Teachers did not consistently

**Budgeted Expenditures**

Source  
 Supp/Con

Budget Reference  
 1000, 2000, 3000

**Estimated Actual Expenditures**

Source:

Budget Reference:

**Planned Actions/Services**

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**

conference with students after assessments in order to reflect and determine next steps. Assessments were often reviewed with students as a whole group.

**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.

Teachers 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

**Actual Actions/Services**

Students received Designated ELD services from a credentialed teacher 30 minutes per day 5 days per week.

Teachers were provided EL data for every EL in their class. Data was not formally analyzed. An action plan for every EL student was not created.

A watch list of reclassified students was not created. An action plan for reclassified students was not created.

Long Term English Learner

**Budgeted Expenditures**

Amount  
\$35,000

Source  
Supp/Con

Budget Reference  
1000, 2000, 3000

**Estimated Actual Expenditures**

Amount:

Source:

Budget Reference:

**Planned Actions/Services**

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

**Actual Actions/Services**

(LTEL) were not specifically identified. A plan of support was not created, and the student was not formally monitored.

There was no identification of roles and responsibilities for monitoring academic progress of current English learners and reclassified students.

3rd/4th and 5th/6th grade teachers participated in Academic Vocabulary Toolkit training in August 2017. Only the 5th/6th grade teacher implemented to curriculum.

Teachers were not provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress.

Student Services Coordinator provided an overview of the ELPAC and sample test

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

**Planned Actions/Services**

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.

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.

**Actual Actions/Services**

questions to teachers on February 28, 2018. No information has been shared with parents.

Reclassification Policy was not updated to include data from local assessments.

There was no volunteer support elicited from organizations related to Migrant Education.

An academic fair for English learners who have met academic goals was not held as there were no identified goals set.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Maintain API as we await guidance from the State

API has been eliminated and replaced with a new accountability system, the CA Schools Dashboard

Amount  
\$0

Source

Budget Reference

Amount:  
\$0

Source:  
None

Budget Reference:  
None

## Action 11

### Planned 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 volunteer

### Actual Actions/Services

Maintained after school tutoring opportunities for students.

One student from Sutter High School provides after school tutoring to students 4-5 days per week.

SCSOS Professional Development Coordinator provided training to Sutter High School student in order to best provide support to students.

### Budgeted Expenditures

Amount  
\$2000

Source  
Supp/Con

Budget Reference  
1000, 2000, 3000

### Estimated Actual Expenditures

Amount:  
\$1,849.26

Source:  
Supp/Con

Budget Reference:  
1,000, 2000, 3000

**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.

Implementations of the actions and services effectively supported goal two to plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Conferences with all students were held to reflect on previous data and set goals for the 2017-2018 CAASPP assessment. Teachers, instructional coach(SCSOS) and administration met consistently to discuss the progress of students and plan for instruction accordingly. Students received improved ELD instruction as a result of the intense coaching they received. opportunities for students.

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

Consistent monitoring of the actions and services will need to be implemented in 2018-19 in order to effectively measure student progress towards meeting identified state and local outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Expenditures were less than budgeted due to the lack of implementation of the activity with teachers regarding testing and data analysis.  
 Action 2 - There were no expenditures due to the district not implementation the action plans specific to instruction of "Socioeconomically Disadvantaged" students.  
 Actions 5-9 - Cost of \$35,000 appears to have been budgeted for each action. Budget should have reflected a combined budget of \$35,000 for all actions.

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.

There will be no changes in the actions and services for 2018-19.

# 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

Metrics/Indicators:  
3.1 – Sign in Sheets

2017-18:  
Parent and student attendance at workshops will increase by

Metrics/Indicators:  
3.2 – Parent, Student, and Staff Surveys

2017-18:  
Continue to administer Parent, Student, and Staff Survey in the Fall

### Actual

There has been no change in parent and student attendance at workshops

Parent and Student survey was administered in April 2018. Staff Survey was administered in May 2018.

**Expected**

Metrics/Indicators:  
3.3a – Suspension Rate Indicator

2017-18:  
Reduce the number of students suspended by 1 student

Metrics/Indicators:  
3.3b – Suspension Rate Indicator

2017-18:  
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

Metrics/Indicators:  
3.4 – Expulsion Data and Middle School Drop Out Data

2017-18:  
Maintain 0 expelled students and 0 middle school drop out students

**Actual**

2 students were suspended

The students suspended in 2016-17 did not return, therefor no conference took place.

Maintained 0 expelled students and 0 middle school drop out students

**Expected**

Metrics/Indicators:  
 3.5 – Attendance Data and Chronic Absenteeism Data (Chronic Absenteeism Indicator in 2018-19)

2017-18:  
 Increase attendance rate to 97%  
 Decrease the number of students identified as chronically tardy by 1 student

**Actual**

3 students were identified as being chronically absent

**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**

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

**Actual Actions/Services**

No literacy night, math night, or science night was organized.

No parent workshops were hosted, therefor no announcements were needed.

Only one "Parent Academy" was offered on February 27, 2018. Agenda items included...

**Budgeted Expenditures**

Amount  
\$3100

Source  
Supp/Con

Budget Reference  
4000

**Estimated Actual Expenditures**

Amount:  
\$0

Source:  
None

Budget Reference:  
None

**Planned Actions/Services**

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.

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

**Actual Actions/Services**

An attendance sheet is used at all events. Information (paper copies) is sent home with students whose parents are unable to attend meetings.

Parents of out of district students were informed of their responsibility to attend school events/parent workshops in a letter sent home in the Fall of 2017.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**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.

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**

Parent and student surveys were administered in April 2018. As of May 1st, only one survey had been returned.

A needs assessment was not administered.

Teachers were not provided professional development on how to best conduct parent/teacher conferences and what information to share with parents.

Parent and Student Surveys were not re-written. Staff survey was re-written in May 2018.

There was no parent meeting in April/May 2018 to review progress on fall survey, as it was not administered.

**Budgeted Expenditures**

Amount  
0

Source

Budget Reference

**Estimated Actual Expenditures**

Amount:  
\$0

Source:  
None

Budget Reference:  
None

**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 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.

**Actual Actions/Services**

Staff did not evaluate schoolwide rules and procedures.

A plan was not created to rollout any updated rules and procedures to students.

Classroom management strategies were supported by SCSOS, Professional Development Coordinator throughout the year through classroom observations and feedback and one-on-one discussions with teachers.

Administrator personally conferenced with students that were suspended. A verbal action plan was created.

Administrator informally checked in with students that were suspended but there formal communication with parents each trimester.

**Budgeted Expenditures**

Amount  
\$2000

Source  
Supp/Con

Budget Reference  
1000, 2000, 3000

**Estimated Actual Expenditures**

Amount:  
\$2,200

Source:  
Supp/Con

Budget Reference:  
5000

**Planned Actions/Services**

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**

Effective progressive discipline plans and remedies were not researched.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 4**

**Planned 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 behavior

**Actual Actions/Services**

Students suspended in 2016-17 did not return in 2017-18.

**Budgeted Expenditures**

Amount  
0

Source

Budget Reference

**Estimated Actual Expenditures**

Amount:  
\$0

Source:  
None

Budget Reference:  
None

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Maintain 0 expulsions

Maintain 0 middle school dropouts

Maintained 0 expulsions

Maintained 0 middle school dropouts

Amount  
0

Source

Budget Reference

Amount:  
\$0

Source:  
None

Budget Reference:  
None

## 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.

Secretary makes daily phone calls to students that are marked absent. The autodialer makes daily calls at noon to any student marked absent.

### Budgeted Expenditures

Amount  
\$5000

Source  
Supp/Con

Budget Reference  
4000

### Estimated Actual Expenditures

Amount:  
\$3,000.00

Source:  
Supp/Con

Budget Reference:  
4000

**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.

Implementations of some actions/services supported goal three to promote student engagement and a school culture conducive to learning. Teachers were provided classroom management strategies in order to improve student engagement. Attendance incentives were awarded monthly to students with perfect attendance.

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

Efforts to involve families in school activities were limited. More outreach in 2018-19 will be imperative to the success of this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3 - There were no expenditures due to there being no parent workshops and/or information nights scheduled.  
Action 6 - Expenditures were less than budgeted due to the decreased enrollment and lower student attendance.

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.

There will be no changes in the actions and services for 2018-19.

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# Stakeholder Engagement

**LCAP Year:** 2018-19

## 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?

**Board of Trustees:**

March 8, 2018

April 12, 2018

May 24, 2018

June 14, 2018 (Public Hearing)

June 28, 2014 (LCAP Approval)

**Staff:**

September 27, 2017

February 28, 2018

April 25, 2018

June 12, 2018

**Site Council:**

December 13, 2017

April 11, 2018

May 9, 2018

**Meridian Teacher's Association:**

September 27, 2017  
February 28, 2018  
April 25, 2018  
June 12, 2018

Students:

## Impact on LCAP and Annual Update

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

After meeting with stakeholder groups it was determined that the goals, actions, and services for the 2018-19 school year would remain the same as 2017-18:

1. Increase student achievement significantly as measured by the California Assessment of Student Performance and Progress (CAASPP)
2. Increase student instructional time to the recommended state averages in mathematics and language arts
3. Provide teachers with relevant and comprehensive professional development
4. Compensate staff and faculty for these additional responsibilities

These goals, actions and services support the needs recognized in the surveys and stakeholder input sessions and align with the Meridian Board of Trustees goals.

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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:**

## Identified Need:

2017-18 and 2018-19:

- 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

## Expected Annual Measureable Outcomes

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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
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.	Adopt comprehensive, year-long instructional materials in all grades

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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	Pilot or purchase materials
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
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

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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.
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)**

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**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$20,000	\$16,500	\$15,500
<b>Source</b>	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
<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	Cert. Salaries (35% of 7-8 grade teacher salary used for teaching math), bonus \$500

## Action #2

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

N/A

### Scope of Services:

N/A

### Location(s)

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 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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1000	\$1000
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	4000	4000	4000

## Action #3

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**

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

Site level planning time dedicated to science

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

SCSOS Educational Services support for using a toolkit or similar process to evaluate instructional materials approved by the SBE for adoption

SCSOS Educational Services support on-

SCSOS Educational Services support on-site for evaluating progress towards fully-

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

aligned NGSS instructional practices and action-planning for areas of greatest need

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$5000	\$5000
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**

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**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**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**

Pilot or purchase History/Social Science instructional materials K-8

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$2000

\$2000

\$2000

Year	2017-18	2018-19	2019-20
Source	Supp/Con	Supp/Con	Supp/Con
Budget Reference	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)**

All Students

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**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**

Unchanged

**2017-18 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

**2018-19 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

**2019-20 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

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

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

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

### 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**

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**

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

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

Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and parent engagement strategies

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

SCSOS Educational Services support for evaluating school structure changes, units of study and instructional practices, and parent engagement to identify implementation successes and needs

Contract with Sutter County Superintendent

of Schools to provide support in professional learning for administrators, such as learning walks and observation tools

Continued SCSOS support for professional learning for administrators

SCSOS Educational Services support for rolling out newly adopted curriculum materials for science including professional development for administrators in addition to teachers

### 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 #8

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**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**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**

Unchanged

**2017-18 Actions/Services**

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.

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

**2018-19 Actions/Services**

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

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

**2019-20 Actions/Services**

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

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

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

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

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	Part of funding from 2.a	Part of funding from 2.a

<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)

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

New

Unchanged

Unchanged

**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

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$10,000	\$10,000	\$10,000
<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

### **Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
---------------------------	-----------------	----------------	----------------	----------------

2.1a – ELA  
Academic Progress  
Indicator and  
CAASPP data

“Yellow” Performance  
Category  
Status – “Low” 50.7 points  
below level 3  
Change – “Maintained”  
+4.7 points  
2016-17 ELA CAASPP  
Data  
3rd Grade 0%  
4th Grade 13%  
5th Grade 10%  
6th Grade 7%  
7th Grade 38%  
8th Grade 30%  
Overall 12.5%  
\*No data due to size of  
student group  
\*\*Preliminary Data\*\*

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

Adjust 2020-21 based on  
November 2019 release of  
the Dashboard and/or  
guidance from the state on  
what is determined to be  
adequate growth

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

“Red” Performance  
Category  
Status – “Very Low” 71.3  
points below level 3  
Change – “Maintained”  
+4.7 points

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

Adjust 2020-21 based on  
November 2019 release of  
the Dashboard and/or  
guidance from the state on  
what is determined to be  
adequate growth

2.1c – Math  
Academic Progress  
Indicator  
And  
CAASPP Data

“Orange” Performance  
Category  
Status – “Low” 73.5 points  
below level 3  
Change – “Declined” 7.8  
points  
2016-17 Math CAASPP  
Data  
3rd Grade 0%  
4th Grade 0%  
5th Grade 10%  
6th Grade 14%  
7th Grade 38%  
8th Grade 10%  
Overall 12%  
\*No data due to size of  
student group  
\*\*Preliminary Data\*\*

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

Adjust 2020-21 based on  
November 2019 release of  
the Dashboard and/or  
guidance from the state on  
what is determined to be  
adequate growth

2.2a – Local ELA data	Baseline 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	Reevaluate as needed based on 2018-19 data
2.2b –ELA instructional materials	No current assessment plan for ELA/ELD exists	Evaluate the assessment opportunities in current ELA/ELD materials and establish an assessment plan	Re-evaluate assessment plan and update as needed	Re-evaluate assessment plan and update as needed
2.3a – Local Math Data	Baseline needs to be established	Use adopted instructional materials in math to create a baseline, measuring the number of students meeting grade level standards	Reevaluate as needed based on 2017-18 data	Reevaluate as needed based on 2018-19 data

<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>Re-evaluate assessment plan and update as needed</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 3 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 of “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>Re-evaluate based on ELPAC data</p>

2.6 – Local EL data and master schedule

Students received daily Designated EL services from a credentialed teacher. The 4th criteria for reclassification does not include local ELA assessment data

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

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

Students receive daily Designated EL services from a credentialed teacher. Reevaluate and update the current reclassification Policy as needed

2.7 – API

API is currently not reported

Await guidance from the State

Await guidance from the State

Await guidance from the State

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**

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**

Modified

Modified

Unchanged

**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

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

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

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

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

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$15000	\$15000
Source	Supp/Con	5000, 1000	5000, 1000
Budget Reference	5000		

### 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)**

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

Unchanged

### 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, 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 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

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	Part of funding from 2.1 a	Part of funding from 2.1 a	Part of funding from 2.1 a
<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	5000	5000	5000

### Action #3

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

Modified

Unchanged

Unchanged

**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 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 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 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

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

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

Part of funding from 2.1 a

Part of funding from 2.1 a

Part of funding from 2.1 a

<b>Source</b>	Supp/Con	Supp/Con	Supp/Con
<b>Budget Reference</b>	5000	5000	5000

## 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

Unchanged

**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

**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

**2019-20 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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	Part of funding from 2.1 a	Part of funding from 2.1 a	Part of funding from 2.1 a
<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

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

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## 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

Unchanged

### 2017-18 Actions/Services

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

Individually and within teams, teachers will

### 2018-19 Actions/Services

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

Individually and within teams, teachers will

### 2019-20 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

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

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$5,000	\$5,000
Source	Supp/Con	Supp/Con	Supp/Con

<b>Budget Reference</b>	1000, 2000, 3000	1000, 2000, 3000	1000, 2000, 3000
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## Action #6

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

<b>Students to be Served</b>	<b>Location(s)</b>
All Students	All Schools

**OR**

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

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
N/A	N/A	N/A

## Actions/Services

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

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 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

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 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

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 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	\$5000
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

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

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Modified

**2017-18 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 math curriculum

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

Modified

**2018-19 Actions/Services**

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

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

Unchanged

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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<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)**

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

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 due dates of assessment data

Teachers will conference with students in order to create goals for all unit assessments. Following each assessment,

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 due dates of assessment data

Teachers will conference with students in order to create goals for all unit assessments. Following each assessment,

Unchanged

**2019-20 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 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

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

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	\$5000
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**

**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

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

Unchanged

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

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

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

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

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

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

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

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 (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

Reclassification Policy will be updated to include data from local assessments

Elicit volunteer support from organizations

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

Reclassification Policy will be updated to include data from local assessments

Elicit volunteer support from organizations

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

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

related to Migrant Education.

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

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	\$35,000
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**

**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 API as we await guidance from the State

Maintain API as we await guidance from the State

Maintain API as we await guidance from the State

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$0

\$0

\$0

**Source**

None

None

None

**Budget Reference**

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**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Maintain after school tutoring opportunities for 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.

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.

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

students.

Provide training to any after school tutoring volunteers

Students will also be provided transportation home as well.

Students will also be provided transportation home as well.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$2000	\$5000	\$5000
<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

### Expected Annual Measureable Outcomes

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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	Continue to administer Parent, Student, and Staff Survey in the Fall
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	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

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

Maintain at 97% or increase  
attendance rate  
Maintain 0 chronically  
absent 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**

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**

Modified

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 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.

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.

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

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

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

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

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

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

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

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

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

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	\$3100
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)**

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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**

Modified

Unchanged

Unchanged

**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 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

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

Provide teachers professional development on how to best conduct parent/teacher

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 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

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 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

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 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

### 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**

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**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

**2017-18 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.

**2018-19 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.

**2019-20 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 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

Provide teachers feedback on classroom 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

Provide teachers feedback on classroom 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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$2000	\$2000
Source	Supp/Con	Supp/Con	Supp/Con

<b>Budget Reference</b>	1000, 2000, 3000	1000, 2000, 3000	1000, 2000, 3000
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## Action #4

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

<b>Students to be Served</b>	<b>Location(s)</b>
N/A	N/A

**OR**

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

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
Low Income	LEA-Wide	All Schools

## Actions/Services

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

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

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

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

### Budgeted Expenditures

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

### Action #5

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

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Maintain 0 expulsions

Maintain 0 expulsions

Maintain 0 expulsions

Maintain 0 middle school dropouts

Maintain 0 middle school dropouts

Maintain 0 middle school dropouts

**Budgeted Expenditures**

**Year**            **2017-18**

**2018-19**

**2019-20**

**Amount**

\$0

\$0

\$0

**Source**

None

None

None

<b>Budget Reference</b>	None	None	None
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## Action #6

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

<b>Students to be Served</b>	<b>Location(s)</b>
All Students	All Schools

**OR**

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

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
N/A	N/A	N/A

## Actions/Services

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

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

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

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$5000	\$5000	\$5000
<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.