

Meridian Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Martin Ofenham, Principal

Principal, Meridian Elementary

About Our School

It is my great pleasure and honor to tell about the great things that I believe the students, staff and community of Meridian Elementary School achieved last year and what is happening in this and coming years. During the 18/19 school year, we successfully changed our direction positively in culture as well as academically as we have implemented a cohesive mathematics program to make sure that all students are learning the same terminology and methods. This has ensured that standards are met and that students are achieving meeting state standards. To that end, we saw an increase of over 25 points average on state testing. Additionally, by improving instruction and methodology, we also saw an average increase of over 15 points in English/Language Arts. We are closing the gaps to see our student meeting and/or exceeding standards in all subject areas. In Science, our first results showed that we outperformed the Sutter County average in CAST testing. We are enthusiastic about our positive directions culturally as well as academically!

Additionally, this year we continued cultivating our garden to anchor our Outdoor Science and Community Education program to connect our students to the environment and businesses associated with the community in which they live. This includes field trips to area farms and fields to see the work in action. We also are visiting other venues to enhance the hands-on learning in our science program.

We are continuing an afternoon rotation schedule that will include visual and performing arts elements to our students' schedules along with a Robotics' class so all students will receive a broad course of study.

We as a staff at Meridian are so excited to take this journey with our students and parents. We center our core beliefs that it is the relationships we develop and keep along with a driven commitment to academic excellence to make Meridian Elementary the best school any student and parent are proud to be a part.

Appreciatively,
Marty Ofenham, Principal

Contact

Meridian Elementary
15898 Central St.
Meridian, CA 95957-0160

Phone: 530-696-2604
Email: martyo@sutter.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Meridian Elementary
Phone Number	(530) 696-2604
Superintendent	Marty Ofenham
Email Address	martyo@sutter.k12.ca.us
Website	http://meridiantigers.com

School Contact Information (School Year 2019—20)	
School Name	Meridian Elementary
Street	15898 Central St.
City, State, Zip	Meridian, Ca, 95957-0160
Phone Number	530-696-2604
Principal	Martin Ofenham, Principal
Email Address	martyo@sutter.k12.ca.us
Website	http://meridiantigers.com
County-District-School (CDS) Code	51714156053300

Last updated: 3/24/2020

School Description and Mission Statement (School Year 2019—20)

Meridian Elementary School is a small rural school of less than 75 students Kindergarten through Eighth grade in Sutter County. Meridian is a very small town in a farming community near the Sutter Buttes. Given our small school population, we are able to teach and learn in small classes with individual attention given to every student. Additionally, we are able to enrich our students' learning with diverse learning opportunities in the Arts, Robotics, Outdoor Science and Community Education.

Our goal is to meet every student at their level and encourage, care for and help each student reach as high academically, socially and in citizenship as they can possibly imagine.

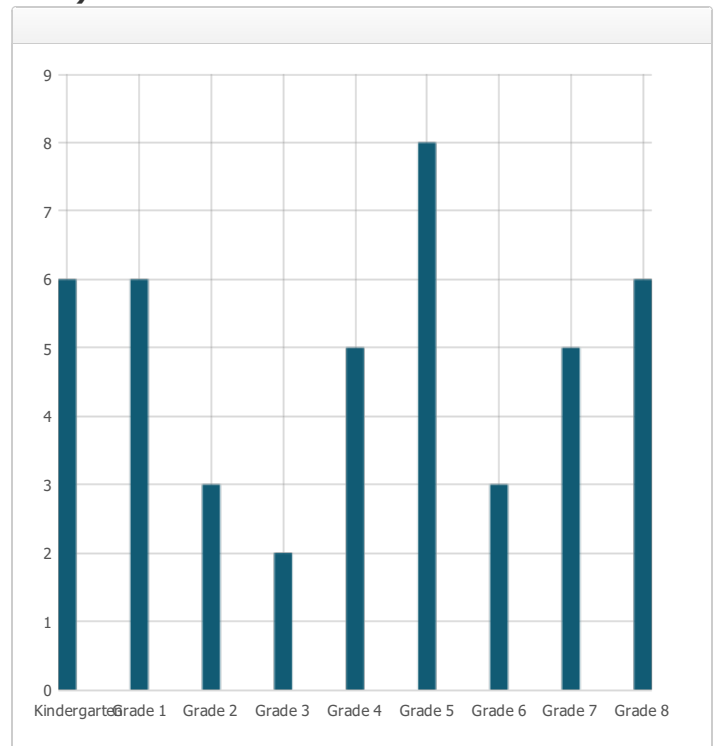
Our program is aligned to state standards in each academic area as we have adopted current curriculum in Mathematics and English/Language Arts. We have also for the 19/20 school implemented and adopted new History/Social Studies and Science NGSS curriculums.

The school mission is that Meridian students are learning to be proud students and citizens who are here to achieve greatness in a caring and nurturing environment!

Last updated: 3/2/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	6
Grade 1	6
Grade 2	3
Grade 3	2
Grade 4	5
Grade 5	8
Grade 6	3
Grade 7	5
Grade 8	6
Total Enrollment	44



Last updated: 3/2/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	2.30 %
Asian	%
Filipino	%
Hispanic or Latino	38.60 %
Native Hawaiian or Pacific Islander	%
White	52.30 %
Two or More Races	6.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.20 %
English Learners	31.80 %
Students with Disabilities	4.50 %
Foster Youth	2.30 %
Homeless	%

A. Conditions of Learning

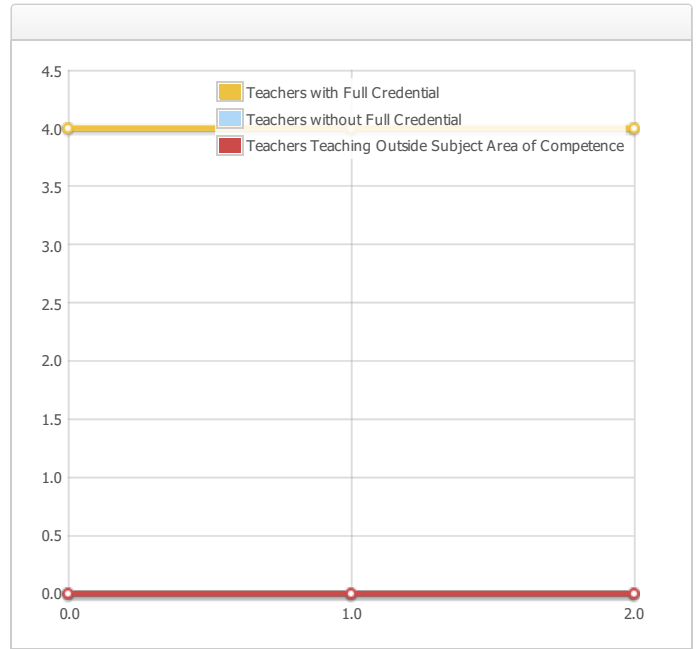
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

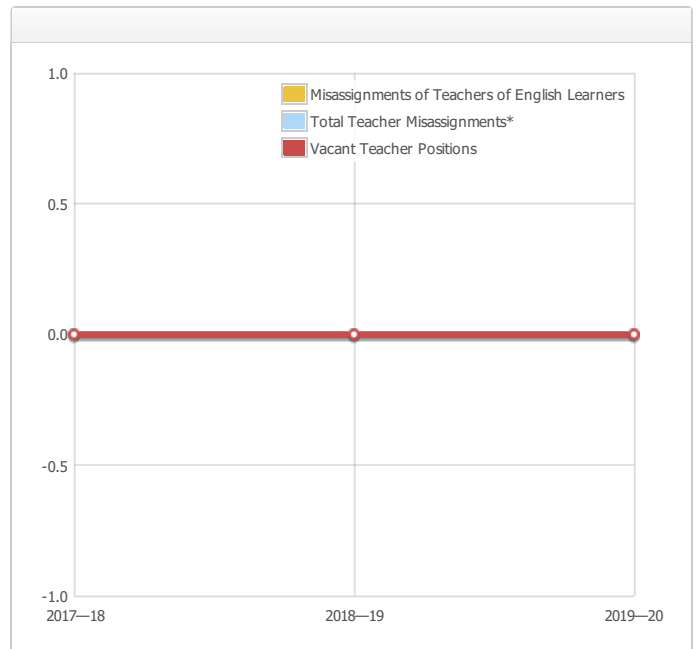
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	4	4	4	4
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 3/2/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 3/2/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: February 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6, California Wonders- McGraw Hill Grades 7-8, Study Sync- McGraw Hill Grades K-6, Lexia Reading Core 5- Greenfield Learning Reading Plus, Greenfield Learning Renaissance Accelerated Reader 360 Renaissance English in a Flash Renaissance Star 360 Reading	Yes	0.00 %
Mathematics	Grades K-8, California Go Math- Houghton Mifflin Harcourt Renaissance Accelerated Math Renaissance Star 360 Math	Yes	0.00 %
Science	Grades K-8, California NGSS Science Teachbook Experience, Discovery Education Robotics- 45300 LEGO@Education WeDo 2.0 Core, Lego Education	Yes	0.00 %
History-Social Science	Grades K-5, California Impact-McGraw Hill Grade 6, World History Ancient Civilizations, McGraw Hill Grade 7, World History and Geography, Medieval and Early MODern Times, McGraw Hill Grade 8, Unifed States History and Geography Growth and Conflict, McGraw Hill	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 3/2/2020

School Facility Conditions and Planned Improvements

Meridian Elementary School District recently installed a state-of-the-art irrigation/sprinkler system for the sports fields and grounds. New furniture and desks were purchased for all classrooms. The Cafeteria was updated with the purchase of stainless steel serving carts, two large industrial freezers and new dining tables that convert to auditorium seating. New carpet was installed in the front offices. The final project was a complete renovation of the kindergarten student bathrooms. Following the State approved Facilities Inspection Tool; Meridian Elementary School District has identified the need to replace the multipurpose floor. The district makes great efforts to insure that the school is clean, safe and functional for all students, staff, and community members.

Last updated: 3/24/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Replaced carpet in front office
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Upgraded lighting in all classrooms
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Replaced flooring, fixtures and wall surfaces in Kindergarten bathrooms
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: February 2019

Overall Rating	Good
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Last updated: 3/2/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	38.0%	37.0%	37.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	24.0%	19.0%	14.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 3/2/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	29	29	100.00%	0.00%	37.93%
Male	16	16	100.00%	0.00%	37.50%
Female	13	13	100.00%	0.00%	38.46%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	12	12	100.00%	0.00%	16.67%
Native Hawaiian or Pacific Islander					
White	14	14	100.00%	0.00%	57.14%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	19	19	100.00%	0.00%	15.79%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 3/2/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	29	29	100.00%	0.00%	24.14%
Male	16	16	100.00%	0.00%	31.25%
Female	13	13	100.00%	0.00%	15.38%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	12	12	100.00%	0.00%	8.33%
Native Hawaiian or Pacific Islander					
White	14	14	100.00%	0.00%	28.57%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	19	19	100.00%	0.00%	10.53%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 3/2/2020

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

In the 19/20 school year, we have many opportunities for parent involvement and inclusion. To kick off the school year, we had an Ice Cream Social the Monday before school began on Wednesday, August 14. Of course, we had Back to School and Science night the first week of September where parents and families were introduced to the new Science curriculum and upcoming field trips. In the fall/winter, we had our Winter Holiday Program as well as a family Movie and Pizza night! In March, we have our annual Spaghetti Feed and auction, which is always a great success- and this year it is at the school instead of the Veteran's Hall, which benefits the school much more. In May, we will have our second "Picnic on the Grounds" where families come at lunch to spend the time with their children, visit classrooms like an "Open House", and also the families were able to join their students in their afternoon rotations to experience the school day with their children – a unique experience.

Other events were the Easter Egg Hunt and the end of the year Carnival that families were invited to join. We hope to expand much next school year.

We have a Parent Club that families can join and will be expanding in coming years. Families and community can contact the school at 530-696-2604 to express interest and we will gladly find a role for any interested parents, families or community members.

As far as parent involvement as stakeholders, we have our School Site Council and will have an LCAP development along with a movie night to better involve our families in our development of goals for the school in the coming years.

State Priority: Pupil Engagement

Last updated: 3/2/2020

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	8.90%	2.60%	1.80%	0.50%	0.10%	0.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 3/2/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	2.00	2		
1	5.00	1		
2	9.00	1		
3	7.00	1		
4	10.00	1		
5	10.00	1		
6	15.00	1		
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	4.00	1		
1	3.00	1		
2	2.00	1		
3	7.00	1		
4	8.00	1		
5	8.00	1		
6	10.00	1		
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	3.00	1		
1	6.00	1		
2	3.00	1		
3	2.00	1		
4	5.00	1		
5	8.00	1		
6	3.00	1		
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 3/24/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 3/2/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.26
Resource Specialist (non-teaching)	0.00
Other	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 3/2/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14332.54	\$1060.87	\$13271.67	\$49685.75
District	N/A	N/A	\$14332.54	\$49685.75
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	62.51%	26.61%

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

Last updated: 3/2/2020

Types of Services Funded (Fiscal Year 2018—19)

Meridian Elementary uses categorical and other special funding to help our students with programs that support student needs. These include after school tutoring, a bilingual aide for ELD development, translation, and supplemental materials to fill gaps. We also use other sources to bring Art and Robotics to the school as well as helping to pay for some of our field trips to support our Outdoor Education and NGSS implementation.

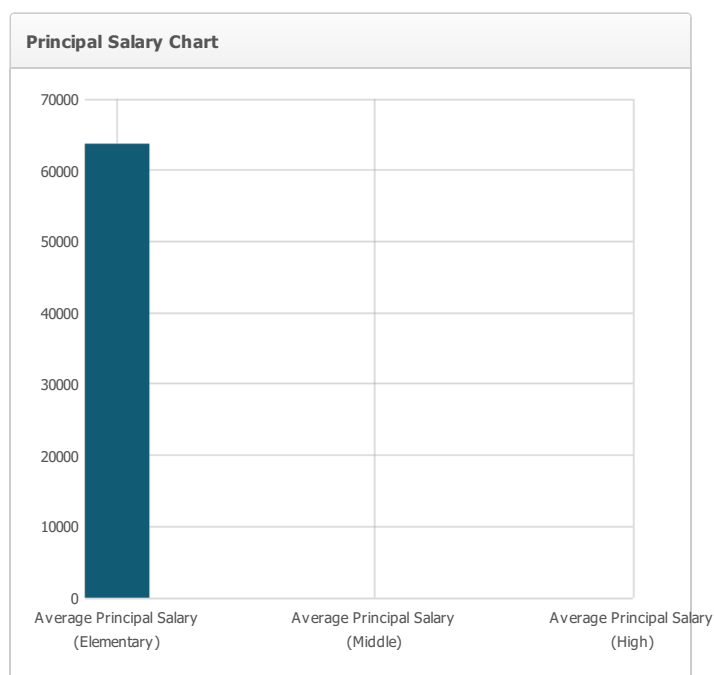
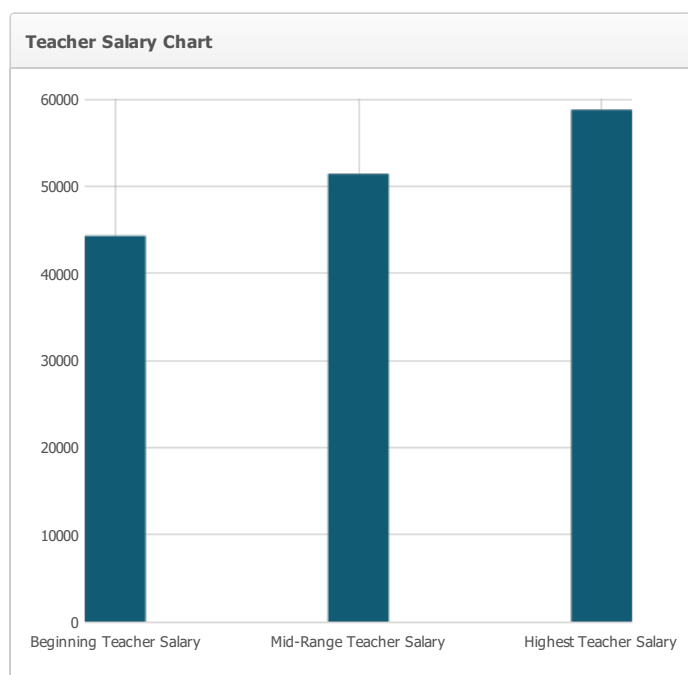
We will also use some of those funds to help with our PBIS program and attendance incentives to promote better student attendance.

Last updated: 3/2/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,289	\$45,252
Mid-Range Teacher Salary	\$51,400	\$65,210
Highest Teacher Salary	\$58,765	\$84,472
Average Principal Salary (Elementary)	\$63,700	\$107,614
Average Principal Salary (Middle)	--	\$112,242
Average Principal Salary (High)	--	--
Superintendent Salary	\$27,300	\$124,686
Percent of Budget for Teacher Salaries	16.00%	31.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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



Last updated: 3/2/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	13	10	16