

Meridian Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25
School Year
California Department of Education

Address:	15898 Central St. Meridian, CA , 95957- 0160	Principal:	Christopher Meyer, Superintendent/Principal
Phone:	(530) 696-2604	Grade Span:	K-8

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Christopher Meyer, Superintendent/Principal

📍 Principal, Meridian Elementary

About Our School

It is my pleasure to officially introduce myself to your community. I am incredibly grateful to have been appointed by the school board as your new superintendent of Meridian Elementary School District and to have taken the oath of office. I look forward to getting to know the Meridian community, our students, our families, and our entire staff who have made the school into what it is today.

As an educator for the past 28 years, I value the programs and services here in Meridian. I grew up in a small rural area, just outside of Placerville. I enjoyed all of the extracurricular activities afforded me including sports, clubs, and music. I am committed to continuing to build on all of the time-honored past practices, and to ensure that our students have opportunities to explore their interests and discover new possibilities. I hope that you will find my passion being carried out and reflected in my servant leadership style.

As I serve as your Superintendent/Principal, I plan on being accessible to all educational partners and having an open door communication policy. I will always encourage and welcome any questions, comments, or concerns you have about what is going on in our school.

My plan is to build community engagement, while defining our culture and values that will help our students be prepared for their next steps on life.

I am truly looking forward to this school year, and all of the exciting things that we will accomplish. I will be rolling up my sleeves to work together with our community to make all things possible for our students.

Contact

Meridian Elementary 15898

Central St.

Meridian, CA 95957-0160

Phone: (530) 696-2604

Email: chrism@sutter.k12.ca.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Meridian Elementary
Phone Number	(530) 696-2604
Superintendent	Meyer, Christopher
Email Address	chrism@sutter.k12.ca.us
Website	http://meridiantigers.com

School Contact Information (School Year 2025–26)

School Name	Meridian Elementary
Street	15898 Central St.
City, State, Zip	Meridian, CA , 95957-0160
Phone Number	(530) 696-2604
Principal	Christopher Meyer, Superintendent/Principal
Email Address	chrism@sutter.k12.ca.us
Website	http://meridiantigers.com
Grade Span	K-8
County-District-School (CDS) Code	51714156053300

School Description and Mission Statement (School Year 2025–26)

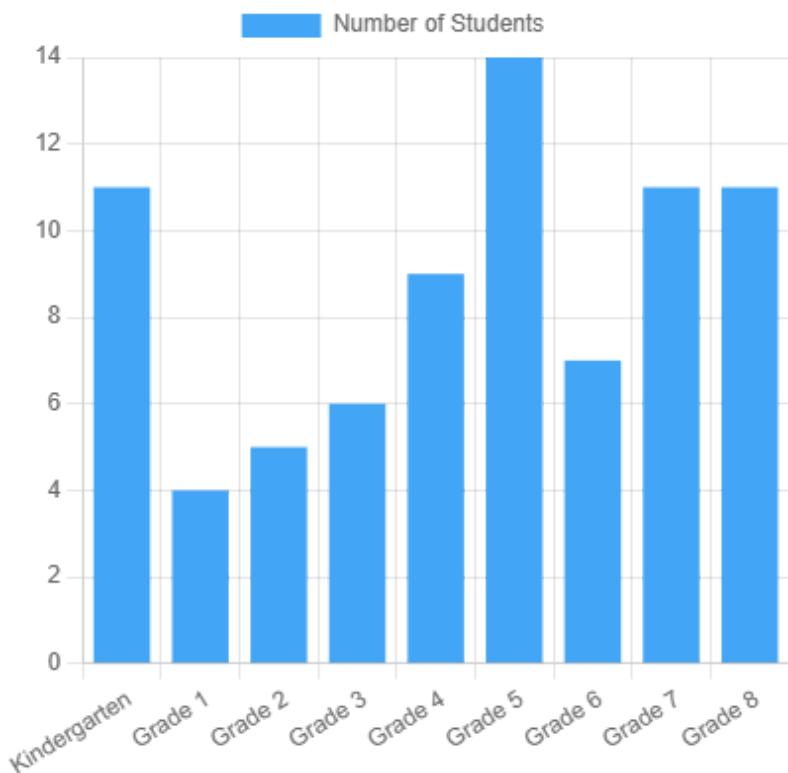
At Meridian Elementary School, our vision is to empower every student to achieve at or above grade level in a safe, supportive, and inclusive learning environment.

We strive to nurture curious, engaged learners who take ownership of their growth and demonstrate integrity, empathy, and responsibility in all they do.

We believe education is a shared partnership among students, families, staff, and our community. Through strong relationships, high expectations, and meaningful opportunities for learning and services, we prepare our students to become confident scholars and compassionate citizens who contribute positively to their world.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	11
Grade 1	4
Grade 2	5
Grade 3	6
Grade 4	9
Grade 5	14
Grade 6	7
Grade 7	11
Grade 8	11
Total Enrollment	78



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	48.70%	English Learners	15.40%
Male	51.30%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	2.60%	Migrant	3.80%
Asian	1.30%	Socioeconomically Disadvantaged	76.90%
Black or African American	0.00%	Students with Disabilities	16.70%
Filipino	0.00%		
Hispanic or Latino	44.90%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	9.00%		
White	42.30%		

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 Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	75.00%	50.40	94.39%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	25.00%	1.00	1.95%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.20	0.54%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.40	2.62%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.20	0.45%	15831.90	5.67%
Total Teaching Positions	4.00	100.00%	53.40	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	66.67%	58.40	96.07%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	33.33%	1.20	2.04%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.80	1.41%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.20	0.46%	14303.80	5.15%
Total Teaching Positions	3.00	100.00%	60.80	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	75.00%	59.20	96.65%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	25.00%	1.00	1.63%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.90	1.60%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.03%	13705.80	4.91%
Total Teaching Positions	4.00	100.00%	61.20	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	1	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1	0.00

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders TK-6th Study Sync 7th-8th	0
Mathematics	Go Math TK-8th	0
Science	Discovery Science TK-6th SAVVAS 7th-8th	0
History-Social Science	Standards-aligned instructional materials TK-5th McGraw Hill California Impact Learning 6th-8th	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Equipment (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

In general, the school is in good repair, however it was noted that the School roof needs repair. We are currently on a list to receive funding.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermilion Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
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: September 2025

Overall Rating	Good

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	35%	26%	36%	40%	47%	48%
Mathematics (grades 3-8 and 11)	30%	18%	27%	37%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	61	98.39%	1.61%	26.23%
Female	29	29	100.00%	0.00%	24.14%
Male	33	32	96.97%	3.03%	28.13%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	25	25	100.00%	0.00%	12.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	29	28	96.55%	3.45%	28.57%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	49	100.00%	0.00%	26.53%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00%	0.00%	0.00%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	61	98.39%	1.61%	18.03%
Female	29	29	100.00%	0.00%	6.90%
Male	33	32	96.97%	3.03%	28.13%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	25	25	100.00%	0.00%	8.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	29	28	96.55%	3.45%	28.57%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	49	100.00%	0.00%	18.37%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00%	0.00%	7.69%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	23.08%	7.69%	23.08%	7.69%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	26	96.30%	3.70%	7.69%
Female	--	--	--	--	--
Male	17	16	94.12%	5.88%	12.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	13	13	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	12	100.00%	0.00%	16.67%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	21	21	100.00%	0.00%	9.52%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component	Component				Component
		1: Aerobic Capacity	2: Abdominal Strength and Endurance	3: Trunk Extensor and Strength and Flexibility	4: Upper Body Strength and Endurance	
		5: Flexibility				
5		100%	100%	100%	100%	100%
7		100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

We welcome involvement of parents through Parent Club, Site Council, volunteering in the classroom, coaching, field trip supervision. Parent Club raises funds for Shady Creek, Dances, Movie nights. Our Parent Advisory Committee (PAC) is an important part of our school community and give input on our Comprehensive School Safety Plan and LCAP.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism		Chronic Absenteeism Count	Chronic Absenteeism Rate
		Eligible Enrollment	Chronic Absenteeism		
All Students	88	88		7	8.0%
Female	39	39		3	7.7%
Male	49	49		4	8.2%
Non-Binary	--	--		--	--
American Indian or Alaska Native	--	--		--	--
Asian	--	--		--	--
Black or African American	--	--		--	--
Filipino	--	--		--	--
Hispanic or Latino	38	38		3	7.9%
Native Hawaiian or Pacific Islander	--	--		--	--
Two or More Races	--	--		--	--
White	39	39		3	7.7%
English Learners	13	13		0	0.0%
Foster Youth	--	--		--	--
Homeless	--	--		--	--
Socioeconomically Disadvantaged	71	71		5	7.0%
Students Receiving Migrant Education Services	--	--		--	--
Students with Disabilities	16	16		1	6.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	5.26%	0.00%	2.27%	0.20%	0.00%	0.08%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.27%	0.00%
Female	0.00%	0.00%
Male	4.08%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	5.13%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.41%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Our School Community worked together to review the comprehensive school safety plan and makes adjustment as needed. The Board reviews and approves our Safety Plan each year. We conduct regular safety drills. The comprehensive school safety plan was approved by our Board in Feb 2025.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	5.00	1	0	0
1	6.00	1	0	0
2	9.00	1	0	0
3	13.00	1	0	0
4	5.00	1	0	0
5	9.00	1	0	0
6	9.00	1	0	0
Other**	0.00	0	0	0

* 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 2023–24)

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	7.00	1		
4	9.00	1		
5	6.00	1		
6	8.00	1		
Other**	6.00	1		

* 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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	6.00	1		
1	4.00	1		
2	5.00	1		
3	6.00	1		
4	9.00	1		
5	14.00	1		
6	7.00	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.

Student Support Services Staff (School Year 2024–25)

Our Student Support Services Staff are contracted through Sutter County Superintendent of Schools

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23231.09	\$8899.16	\$14331.94	\$74199.88
District	N/A	N/A	\$14331.94	\$66284.00
Percent Difference – School Site and District	N/A	N/A	0.00%	11.27%
State	N/A	N/A	\$11146.18	\$85291.00
Percent Difference – School Site and State	N/A	N/A	25.00%	-13.91%

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

Types of Services Funded (Fiscal Year 2024–25)

Meridian receives State, Federal, and Local funds to operate programs and services for students. Services funded include intervention for students, child nutrition, instructional materials, transportation, etc.

Professional Development

Staff Development and Continuous Improvement include days before and after the school year, one full day in October, and weekly minimum days.

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	8