The Single Plan for Student Achievement

School: Donald J. Meyer Elementary School

CDS Code: 43-69369-6046155

District: Alum Rock Union Elementary School District

Principal: Anacelia A. Rocha

Revision Date: November 1, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on December 7, 2017.

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School Vision and Mission

Donald J. Meyer Elementary School's Vision and Mission Statements
Vision: To foster an environment that provides students opportunities to be creative, collaborative, and confident individuals with the competencies that will enable him or her to thrive in a diverse and competitive world.

Mission: At Meyer Elementary school, we believe that all children can and will learn. To ensure that all children reach their potential, we will maintain high expectations and promote academic excellence. We will create and support a positive school environment which respects and values diversity, one in which all children and adults feel welcomed, respected, and trusted, and where we can learn together and support each other. At Meyer school, we take responsibility for our learning and actions, treat each other with respect, and strive for a safe and positive school environment for all!

School Profile

School Profile

Meyer Elementary School has a student population of approximately 380 students in grades TK-5 from diverse backgrounds. The majority of Meyer students are Latino/Hispanic.. The next largest groups are Filipino and Asian. All students participate in the Universal Feeding Program based on having more than 75% of our students qualify for the free or reduced lunch program.

The students are served by the following personnel: 1 principal; 14 classroom teachers; 1 instructional coach; 1 RSP teacher; 1 part-time adapted physical education specialist; 1 speech Teacher, and 3 special day class teachers; 1 part-time psychologist; 1 part-time instrumental music teacher; 2 part-time prep teachers; 1 administrative assistant; 1 part-time office assistant; 1 full time community liaison, 1 part-time library assistant; 5 part-time special education para-educators; 1 part-time nurse's aide; 3 part-time noon duty aides; 2 food service employees; 2 custodians..

Meyer is an active community with parent volunteers, PTA, parent workshops, academic nights for parents, School Site Council, the Boys and Girls Club, fundraising, Think Together and the City Year After School programs. Parents and the community are continually kept informed through the school newsletter, the school marquee, community flyers, ParenLinks, Sangha, school website, and parent notices from teachers and administration.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Panorma - Climate survey given to students, teachers, and parents annually.

Results:
Knowledge and Fairness of Discipline Rules Norms
Students 80% Teachers 80% Parents 92%
Climate Support for Academic Learning
Students 77% Teachers 89% Parents 90%
Sense of Belonging (School Connectedness)
Students 73% Teachers 66% Parents 93%

Safety

Students 59% Teachers 79% Parents 85%

Safety seems to be the biggest concern for students. Students score for safety was 59%.

For teachers sense of belonging received the lowest score of 66%

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- The school has State Board Adopted academic materials aligned with the State Common Core Standards.
- Standards and learning objectives are posted in every room for students to see as they are being taught.
- Teachers regularly examine student work samples at grade level meetings to ensure that the students are mastering grade level

standards.
- Teachers' lesson plans make explicit reference to the standards being taught.
- Consumables are being provided to implement standards based instructional programs.
- Standards-based assessments are being utilized at the school site.
- Teachers implement a variety of instructional strategies to meet the diverse needs of our learners (English Language Learners, Special Education,)

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Meyer has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement. We are implementing data-driven instruction by making data readily available to all teachers. The District has invested in a data management systems, "Illuminate", Online Assessment and Reporting System. Easily accessible and simple to use, Benchmark Advance Assessments, i-Ready and Illuminate   allow teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. Illuminate also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Illuminate and Data Zone provides data regarding criterion-referenced test performance (CAASPP and ELPAC), and writing samples, Benchmark assessments.

Teachers analyze the data from the different assessments students and modify their instruction to meet students' needs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Meyer uses the following state and local assessments to modify instruction and improve student achievement:
   *Benchmark Level Screener
   *ELPAC
   *Common Core State Standards based quizzes
   *EnVision Math Topic Test and Performance Tasks
   *I-Ready Diagnostic
   *I-Ready Standards Mastery
   *District Writing Assessments
   *Grade Level Designed Assessments
   *RAZ
   *SBAC

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All teachers are highly qualified and hired through the district. New teachers go through the BTSA program to receive mentoring form an experienced educator.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   The district provides ongoing professional development including the ELA/ELD framework, PLCs by content and grade level on ELD Constructing Meaning, Common Core training in the areas of Math and English/Language Arts, and in the areas of Special Education.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Meyer's Road Map has explicit student goals that are aligned to staff development and professional learning systems.
   - Teachers are encouraged to participate in district professional development that are explicitly aligned to Common Core State Standards and the district adopted curriculum.
   - New teachers are provided the opportunity to participate in new teacher program through BTSA.
   - All teachers will participate in school and district sponsored grade level meetings, which focus on standards-based adopted instructional programs.
   - Thursday afternoon prep time will be used for individual and collaborative planning and sharing of "best practices".

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   The principal, instructional leadership team, and instructional coach support staff through, providing staff development, conducting focused classroom demonstration lessons and observations, providing specific feedback to teachers on lessons and observations, assisting classroom teachers in diagnosing reading problems through analysis of assessments to help focus student instruction, supporting lesson planning, room environment and classroom management; and supporting and collaborating with site administrators.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   Grade Level collaboration is embedded into bi-weekly staff meetings, professional development, and designated collaboration days. Some grade-level, such as Transitional Kindergarten participate in monthly professional learning communities to collaborate around curriculum, assessment, and instruction.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   Meyer has aligned curriculum instruction and materials to content and performance standards through the following practices:
   - Teacher evaluation focuses on the California Standards for the Teaching Professions (CSTP).
   - Kindergarten students receive a minimum of 90 minutes of standards-based language arts instruction and 30 minutes of ELD instruction
   daily.
   - Grades (1-3) have a minimum of 2.5 hours of language arts standards based instruction plus 30 minutes of ELD.
   - Grades (4-5) have a minimum of 2 hours of language arts standards-based instruction, 90 minutes of Language! plus 30 minutes of ELD.
   - All textbooks and enrichment materials are aligned with district- adopted curriculum and CCSS.
   - Each teacher and site administrator is accountable for the implementation of the district- adopted curriculum and Common Core Standards.
   - Teachers collaborate twice a month to assist each other in planning, modeling lessons, instructional techniques to use to ensure full implementation of curriculum.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   Meyer Elementary School adheres to the recommended instructional minutes for reading / language arts mathematics. Pacing schedule is used in all of the adopted reading/language arts and mathematics programs by grade level.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    The district provides pacing guides that are flexible enough to provide intervention courses and instruction for student needing additional support.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    Teachers have all standard based instructional materials to meet the needs of all students and to ensure that we are teaching CCSS.

    Meyer has ensured the availability of standard-based instructional materials for all students through the following practices:
    - Common Core Standards aligned learning objectives are posted and visible for the students to view in every classroom.
    - The school has academic materials from the State-Adopted list (K-5) aligned with the standards. Common core curriculum maps are also used to aligned with our state adopted curriculum.
    - Teachers will examine samples of student work monthly at grade level meetings to ensure that students are mastering grade level
    standards.
    - Teacher prepared, weekly lesson plans make explicit reference to the standards that are implemented. At the beginning of each lesson,
    objectives will be posted.
    - Consumables are provided for the implementation of the standards-based instructional programs.
    - Standards-based assessments are utilized at the school site.
    - Curriculum mapping will be implemented to assess instructional alignment with standards.
    - Curriculum maps will be used to assess alignment of instruction.
    - Student work samples are used to assess alignment of instruction with content standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All district provided curriculum is State Board of Education approved.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Meyer provides the following regular program services to enable at-risk students to show mastery on the content standards:
- Implementation of Common Core Standards based lesson in Reading/Language Arts and Math.
- Teachers integrate workshop, centers, and small group instruction to support all students in attaining mastery on the content standards.
- Training will be provided in differentiated instructional practices in the area of reading.
- The instructional coach and the principal serve as a resource to classroom teachers to provide instructional strategies that will meet the needs of students scoring at Near Met Standard or Did Not Meet Standard.
- Teachers integrate engaging strategies to support all students.

14. Research-based educational practices to raise student achievement

The following research-based education practices are being used to help raise student achievement at Meyer:
- Common Core Standards-based instruction
- Implementation of learning objectives
- Gradual Release of Responsibility instructional design
- Implementation of a designated ELD block as well as strategies that are employed throughout the school day to support and scaffold learning for English Language Learners (the use of visuals, graphic organizers, realia, sentence frames, structured oral language practices.
- Integration of educational technology to support 21st century learning.
- Cooperative learning groups
*Guided Reading
- Differentiated instruction

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meyer partners with a variety of stakeholders, including families, schools, district, and the community to assist under-achieving students.

Meyer is cultivating an active parent group, including PTA and parent volunteers to support learning within the school day. A partnership with the Alum Rock Counseling Center provides families the opportunity for one-on-one counseling, and group parenting classes. This year, Meyer is partnering with Ameri Corps/City Year organization to provide literacy intervention for students whom are below grade level.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meyer School Site Council is composed of parents and staff members who have been elected to represent the community in our efforts to provide a quality education for children

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

   Meyer provides the following categorical funded services to enable students at risk to master standards:
   - Effective implementation of the City Year After School homework/enrichment program for 1st through 5th grade students at Meyer and the after school Academic Support in specific skills will address the needs of the students at risk in grades 3rd through 5th grade.
   - Categorical funds are used to pay for intervention after school, and instructional coach.
   - The Instructional coach and the principal work with classroom teachers in analyzing and reviewing student data to determine
   if EL students are accomplishing their yearly progress goal (based on length of time in the district's language program).

18. Fiscal support (EPC)

   Meyer receives state and federal funding. We also do fundraising.

Description of Barriers and Related School Goals

There are some school, district and community barriers to improvements in student achievement:

 Meyer has identified barriers to improvement in the following areas:
   - Many of our students are not meeting grade level proficiency on state and local assessments, including our English Language Learners.
   - Our attendance rates are not as high as we would like, and student absences interfere with student achievement. Our daily attendance goal for 2018-2019 is 97%.
   - Meyer will ensure early identification of academically at-risk students and guarantee quality staffing and interventions to best meet their needs.
   - Staff will continue to maintain a strong focus in meeting the needs of at-risk students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	73	69	68	70	66	64	70	66	64	95.9	95.7	94.1
Grade 4	109	66	71	105	65	70	105	65	70	96.3	98.5	98.6
Grade 5	92	100	69	91	96	67	91	96	67	98.9	96	97.1
All Grades	274	235	208	266	227	201	266	227	201	97.1	96.6	96.6

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

Grade Level	Overall Achievement for All Students											
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2374.1	2389.3	2428.7	6	16.67	23.44	16	18.18	28.13	37	18.18	26.56	41	46.97	21.88
Grade 4	2427.7	2423.9	2423.1	15	9.23	8.57	14	21.54	28.57	25	24.62	17.14	46	44.62	45.71
Grade 5	2438.4	2472.4	2456.1	4	12.50	8.96	20	29.17	29.85	20	18.75	11.94	56	39.58	49.25
All Grades	N/A	N/A	N/A	9	12.78	13.43	17	23.79	28.86	26	20.26	18.41	48	43.17	39.30

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	10.61	18.75	43	36.36	54.69	50	53.03	26.56
Grade 4	10	9.23	8.57	38	55.38	51.43	51	35.38	40.00
Grade 5	7	16.67	13.43	38	43.75	32.84	55	39.58	53.73
All Grades	8	12.78	13.43	39	44.93	46.27	52	42.29	40.30

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	16.67	17.19	49	34.85	50.00	41	48.48	32.81
Grade 4	10	13.85	10.00	48	49.23	47.14	42	36.92	42.86
Grade 5	15	22.92	17.91	31	40.63	37.31	54	36.46	44.78
All Grades	12	18.50	14.93	42	41.41	44.78	46	40.09	40.30

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	7	9.09	9.38	57	66.67	78.13	36	24.24	12.50
Grade 4	10	4.62	11.43	72	52.31	58.57	18	43.08	30.00
Grade 5	4	14.58	8.96	58	52.08	65.67	37	33.33	25.37
All Grades	7	10.13	9.95	64	56.39	67.16	29	33.48	22.89

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	7	15.15	32.81	50	53.03	48.44	43	31.82	18.75
Grade 4	17	9.23	14.29	49	55.38	42.86	34	35.38	42.86
Grade 5	15	20.83	10.45	53	41.67	46.27	32	37.50	43.28
All Grades	14	15.86	18.91	50	48.90	45.77	36	35.24	35.32

Conclusions based on this data:

1. 2018 ELA SBAC data shows that 42 % of our students met or exceeded standard. 18% nearly met standard, and 39 percent did not meet standard. This data shows that overall SBAC percentage of students that met or exceeded standard increased by 5 % points from 2017.

2. 2018 ELA SBAC data shows about 13% of the students scored Above Standard, 46% scored At or Near Standard, and 40% scored Standard Not Met in Reading.
   2018 ELA SBAC data shows about 15% of the students scored   Above Standard, 45% scored At or Near Standard, and 40% scored Below Standard in Writing.
   2018 ELA SBAC data shows about 10% of the students scored Above Standard, 67% scored At or Near Standard, and 23% scored Below Standard in Listening.
   2018 ELA SBAC data shows about 119% of the students scored Above Standard, 46% scored At or Near Standard, and 35% scored Below Standard in Research/Inquiry.

3. 2018 ELA SBAC data shows a 5% increase students At Standard or Standard Met. Third grade students showed the most growth. Third grade students percentage at Standard not Met decreased by 25%.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	73	69	68	71	69	68	71	69	68	97.3	100	100
Grade 4	109	66	71	107	66	71	107	66	71	98.2	100	100
Grade 5	92	100	69	91	99	69	91	99	69	98.9	99	100
All Grades	274	235	208	269	234	208	269	234	208	98.2	99.6	100

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2397.6	2413.2	2416.8	7	14.49	11.76	27	27.54	27.94	21	18.84	27.94	45	39.13	32.35
Grade 4	2438.4	2442.1	2444.0	7	6.06	11.27	21	27.27	22.54	34	27.27	25.35	38	39.39	40.85
Grade 5	2433.4	2467.4	2451.0	4	13.13	8.70	12	15.15	13.04	13	19.19	24.64	70	52.53	53.62
All Grades	N/A	N/A	N/A	6	11.54	10.58	19	22.22	21.15	23	21.37	25.96	51	44.87	42.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	27.54	19.12	25	30.43	41.18	49	42.03	39.71
Grade 4	17	19.70	16.90	22	31.82	30.99	61	48.48	52.11
Grade 5	8	20.20	14.49	16	22.22	24.64	76	57.58	60.87
All Grades	16	22.22	16.83	21	27.35	32.21	63	50.43	50.96

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	15.94	19.12	42	43.48	47.06	45	40.58	33.82
Grade 4	10	10.61	14.08	47	46.97	43.66	43	42.42	42.25
Grade 5	7	10.10	10.14	26	35.35	36.23	67	54.55	53.62
All Grades	10	11.97	14.42	39	41.03	42.31	52	47.01	43.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	21.74	22.06	63	49.28	52.94	25	28.99	25.00
Grade 4	10	12.12	18.31	44	50.00	49.30	46	37.88	32.39
Grade 5	8	13.13	10.14	30	36.36	39.13	63	50.51	50.72
All Grades	10	15.38	16.83	44	44.02	47.12	46	40.60	36.06

Conclusions based on this data:

1. 2018 Mathematics SBAC data shows that 32% of our students scored at Standard Exceeded or Standard Met, 26% Nearly Met Standard, and 42% scored at Standard not met.

2. 2018 Mathematics SBAC data shows about 17% of the students scored Above Standard, 32% scored At or Near Standard, and 51% scored Below Standard in Concepts and Procedures.

   2018 Mathematics SBAC data shows about 14% of the students scored Above Standard, 42% scored At or Near Standard, and 43% scored Below Standard in Problem Solving and Modeling/Data Analysis.

   2018 Mathematics SBAC data shows about 17% of the students scored Above Standard, 47% scored At or Near Standard, and 36% scored Below Standard in Communicating Reasoning.

3. 2018 Mathematics SBAC data the overall number of students "meeting or Exceeding Standard decreased by 2%. A higher percentage of students did not meet standard in Concepts and Procedures.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students			
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Rigorous Instruction in Language Arts and Mathematics
LEA GOAL:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
SCHOOL GOAL #1:
At least 55% of all K-5 students will be at or above grade level in Reading as measured by the Level Screener and I-Ready assessments.   At least 55% of all K-5 students will be at or above grade level in mathematics as measured by the I-Ready assessments.   The percentage of students that are meeting or exceeding standard will increase by 10% over the school year in Math and ELA for the 2018-2019 school year as measured by the SBAC.
Data Used to Form this Goal:
2018 SBAC Data. 2018 EOY i-Ready data, 2018 end of year Level Screener.

Findings from the Analysis of this Data:

SBAC - Language Arts

2018 ELA SBAC data shows that 42 percent of our students met or exceeded standard. 18% % nearly met standard, and 39 percent did not meet standard. This data shows that overall SBAC percentage of students that met or exceeded standard increased by 5 percentage points from 2017.

2018 ELA SBAC data shows about 13% of the students scored Above Standard , 46% scored At or Near Standard, and 40% scored Below Standard in Reading.

2018 ELA SBAC data shows about 15% of the students scored Above Standard, 45% scored At or Near Standard, and 40% scored Below Standard Writing.

2018 ELA SBAC data shows about 10% of the students scored Above Standard, 67% scored At or Near Standard, and 23% scored Below Standard Listening.

2018 ELA SBAC data shows about 19% of the students scored Above Standard, 46% scored At or Near Standard, and 35% scored Below Standard in Research/Inquiry.

SBAC - Mathematics

2018 Mathematics SBAC data shows that 32 percent of our students scored at Standard Exceeded or Standard Met, 26% Nearly Met Standard, and 42% scored at Standard not met.

2018 Mathematics SBAC data shows about 16% of the students scored Above Standard, 32% scored At or Near Standard, and 51% scored Below Standard in Concepts and Procedures.

2018 Mathematics SBAC data shows about 14% of the students scored Above Standard, 42% scored At or Near Standard, and 43% scored Below Standard in Problem Solving and Modeling/Data Analysis.

2018 Mathematics SBAC data shows about 17% of the students scored Above Standard, 47% scored At or Near Standard, and 36% scored Below Standard in Communicating Reasoning.

How the School will Evaluate the Progress of this Goal:

Grade level teams will analyze student progress in Language Arts/Mathematics .

Benchmark Advance Assessments
I-Ready Benchmark Assessments
IAB - Interim Assessment Blocks
ELPAC
I-Ready Standards Mastery
Writing Assessments
envision Topic and Performance Based Assessments
SBAC
Data will be disaggregated by:
Ethnicity
Socioeconomic status
Special Needs
English Proficiency
Grade level and gender

Strategy #1:

During the 2018-2019 school year, teachers will engage in Results Oriented Cycles of Inquiry during teacher collaboration and professional learning communities to engage in data analysis, goal setting, planning of rigorous instruction, and implementation of cycle plans.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Classroom teachers will regularly assess students' mastery of standards by examining student work and assessments.	1. August-June	Teachers	Instructional Coach	1000-1999: Certificated Personnel Salaries	Title I	39,926.25
			Instructiona Coach Salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13,308.75
2. Benchmark Writing assessments, Benchmark Advance assessments, informal observation, and formative assessments will continue to be used to monitor students' progress.	2. August-June	Teachers	Instructional Coach Benefits	3000-3999: Employee Benefits	Title I	18,092.60
			Instructional Coach Benefits	3000-3999: Employee Benefits	LCFF - Supplemental	5,902.22
3. Common core aligned assessments will be analyzed by individual classroom teachers and grade level teamsto identify areas of need.	3. Bi-monthly GLCs		Intervention-Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		3.Teachers /Instructional Coach/Principal	Copy cost to support program	4000-4999: Books And Supplies	LCFF - Supplemental	1000
			Substitute Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	1,350
				None Specified	None Specified	
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	11,650.03
			Materials Supplies	4000-4999: Books And Supplies	Title I	1,035.44
4. i--Ready Diagnostic, i-Ready Benchmark, Standards Mastery, assessments will be administered.	4. Aug-June	Teachers/Instructional Coach/Principal		None Specified	None Specified	
				None Specified	None Specified	
5. One-on-one meetings between the principal and teachers in November and January.Teachers will share with the principal their plan to improve student academic performance for students needing intervention.	5. Nov & Jan	Principal/Teachers				
6. Teachers will analyze assessments for areas of improvement, take specific steps and strategies to increase performance on next assessment and backwards plan.	6. Sept-June	Teachers/Principal				
7. Teachers will collaborate regularly using data from all assessments.		Teachers				
8. Principal and Instructional Coach will attend the IL PLC to receive prof	7. Nov/Jan/June					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
development from District and NTC and bring back information to Meyer Teachers.		Principal/Instructional Coach				
9. CWT's by principal to ensure that instsruction is aligned to CCSS.	8. Monthly Sept-May					
10. Meyer staff will participate in professional development opportunities, including, district and site professional development.		Principal				
11. Best practices will be shared throughout the school year at regularly scheduled grade level meetings.	9. Sept-June-Daily	Principal and Instructional Coach				
12.Principal will cover classrooms in order for teachers to observe one another.	10 Aug-June.	Principal/Coach/Teachers				
13. Third grade teachers will identify students to participate in a 6-8 week intervention sessions as PE teacher pulls the rest of the class.	11. Aug-June	Principal/ IC				
14. Teachers will implement differentiated instruction and interventions before, during, and after school to meet the needs of students not meeting grade level standards	12. Nov-May	Third Grade Teachers				
	13. Oct-May					
		Teachers/Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	14. Sept-June					

Strategy #2:
Integrate the use of educational technology and increase the use of instructional strategies and community resources/partnerships tosupport and accelerate the reading achievement that is responsive to the needs of Meyer's population.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers will integrate the use of Raz Kids. Using Raz Kids interactive eBooks.	1. Sept-June	Teachers/Principal	Raz Kids Subscription		LCFF - Supplemental	439
			Purchase Chromebooks	4000-4999: Books And Supplies	Title I	8,617.79
2. Instructional coach will assist students and teachers in use technologies including: computer applications, and content- specific curriculum software to increase achievement in reading.	2. Aug-June	Teachers/Resource Teacher/Principal	Mouse Create Subscription	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500
3. Teachers plan lessons daily to incorporate technology.	3. Aug-June	Teachers/Students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Students will listen, view, and verbally discuss curriculum stories and various literary works from, CDs, videos, and other technology devices.	4. Aug-June	Teachers				
5. Students will participate in enrichment experiences such as field trips, cultural events, and after school enrichment activities.	5. PTA plans potlucks and other seasonal events throughout the year.	Teachers/Students/ Parents		None Specified	None Specified	
6. PTA will provide Math and Literacy Nights with a technology component.	6. April	PTA				
7. Laptops/computers hardware, and software will need to be periodically maintained and upgraded to support the implementation of educational technology.	7. Aug-June	Instructional Coach/IT Dept.				
8. Provide Supplemental materials and or additional district adopted core materials to increase student achievement.	8. Aug-June	Teachers				
9. Teachers will align instruction with enrichment opportunities within the community through field trips, community outreach programs (e.g. City of San Jose, Synopsis, Museum of Art, Happy Hollow, etc.)	9. Sept-June	Teachers/Principal				
10. City Year Staff will teach Mouse Create Lessons to 4th and 5th grade students during the after school						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
program.	10. Nov-June	10. Principal/City Year Manager				

Strategy #3:
Teachers will in engage in Cycles of Inquiry focusing in Mathematics.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers will collaborate regularly to analyze data to make adjustments in instruction to increase student achievement.	1Bi-monthly	Teachers/Leadership Team				
2.The Inst. Coach and Principal will attend IL PLC trainings and create action plans.	2. Monthly Sept-May	Instructional Coach/Principal				
3. Teachers will collaborate, create and implement learning plans for non-proficient students.	3. Sept-June	Teachers/Principal

Principal | | | | |
| 4. Principal will conduct walk-throughs to monitor implementation of plans. | 4. Sept-June | Teachers/Instructional Coach | | | | |
| 5. Teachers can participate in technology PD at the site and district office to enhance math instruction. | 5. Sept-May | | | | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Teachers will review student academic progress at the end of each unit.	8. Sept-June	Teachers				
9. Teachers will be given opportunities ro visit other class to observe best practices.	9. Sept-June	Teachers/IC /Principal				
10. Cross grade level meetings will be conducted to share strategies in critical thinking, problem solving, comprehension and computation strategies.	10. January	Teachers / IC /Principal				
11. Students will do shared interactive, independent math equations and other problem solving (reading) activities on a daily basis.	11. Sept-June	Teachers				
12. Extend and include math curriculum into other curricular areas.	12. Sept-June	Teachers				
13. Supplementary, before /after school instruction will be provided by the staff for two to three hours per week focusing on skills acquisition for at-risk students for eight weeks after the i-Ready Diagnostic test.	13. Nov-May	Principal/Teachers				
14. Instructional coach will assist students and staff in use of technology to increase achievement in mathematics						
	16. Aug-June	Instructional Coach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

During the 2018-2019 school year, targeted strategies and resources will be utilized to assist students with Disabilities (SWD) in both language arts and mathematics. Identified teachers will participate in district and site based professional development which specifically supports the needs of our SWD population.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Identified staff will participate in Language Live, Read Well and Ready to Advance during the school year to better understand how to meet the needs of their students	1. Aug-June	Teachers who work with special needs students				
2. At meetings review student progress regarding goals and objectives with parents and school personnel.	2. When IEPs are Due	Spec Ed. Teachers				
3. Implement IEP goals on a daily basis.		Spec Ed. Teachers				
4. Ensure IEP teams know the dates and locations for IEP meetings	3. Aug-June	Spec Ed. Teachers				
5. Check for understanding modifying and adjusting lessons as necessary.	4. Aug-June	Spec Ed. Teachers				
6. Scaffold instruction and use cooperative learning activities/blended learning to increase student achievement.	5. Aug-June	Spec Ed. Teachers				
7. Provide frequent verbal and non-verbal responses throughout the	6. Aug-June	Spec Ed. Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
lesson. 8. Use and explain academic language throughout a lesson. 9. One on one, small group instruction between identified students and teacher. .	7. Aug-June 8. Aug-June 9. Aug-June	Spec Ed. Teachers Spec Ed. Teachers				
		T				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
-70% of our EL students will grow one proficiency level as measured by the ELPAC Test. Increase re-designation rate by 10%.
Data Used to Form this Goal:
ELPAC, Benchmark Advance, I-Ready , SBAC, ELPAC, Benchmark Level Screener, Illuminate
Findings from the Analysis of this Data:
2017 had the highest percentage of students scoring at a beginning level.   The majority of our English Learners are scoring at the Intermediate and Early Advanced overall.   32 percent of our English Learners are scoring at the Early Advanced and Advanced levels. These students are potentially candidates for reclassification.
How the School will Evaluate the Progress of this Goal:
2018 ELPAC, I-Ready, and Local/Benchmark assessment data will be disaggregated by: Ethnicity   - Socioeconomic status   - Special Needs   - English Proficiency   - Grade level and gender

Strategy #1:
Identify, monitor, and support our English Learners on an on-going basis. During the 2018-2019 school year, English Language Development Strategies, structured instruction, and direct support will be provided to support the academic achievement of identified English Language Learners (ELs). Teachers will participate in professional development which supports structured oral language development. Interventions will be provided to ELs who are not academically proficient.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers will identify their English Learners and analyze ELPAC progress. 2. Principal to conduct daily walk-throughs to ensure instructional strategies are addressing the needs of English Learners. 3. A 30 minute Designated ELD period will be implemented daily. 4. Teachers will explicitly employ ELD strategies throughout the school day to support students in attaining English Language proficiency.	1. Teachers 2. Sept-June 3. Sept-June 4. Sept-June	Teachers Principal Teachers / Principal Teachers	None Specified	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Teachers will use oral language development strategies on a regular basis and will meet to collaborate and plan units.	5. Sept-June	Teachers		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
6. Teachers will group students by language proficiency level to differentiate instruction within their classes.	6. Sept-June	Teachers		None Specified	None Specified	
7.Teachers will make explicit reference to standards and objectives both orally and in writing while delivering their lessons.	7. Sept-June	Teachers				
8. Teachers will check for understanding modifying and adjusting lessons as necessary.						
9. Teachers will employ integrated ELD techniques including student interaction strategies on a regular basis.	8. Sept-June	Teachers				
10. Teachers will explicitly teach academic language.	9. Sept-June	Teachers				
11. Teachers will reteach concepts, skills, and standards not mastered.						
12. Teachers will use word walls, visuals, realia, and shared Google folders.	10. Sept-June	Teachers				
	11. Sept-June	Teachers				
13. Teachers will make content accessible through use of structured oral language development, sentence frames, scaffolds, and making connections to students' prior knowledge, and cultural background.	12. Sept-June	Teachers				
14. Teachers will assess student progress on an on-going basis using formative assessments, Benchmark	13. Sept-June	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
16. Provide targeted intervention for English Language Learners, before, or after school using ELD curriculum, standards, and strategies 17. Teacher will use i-Ready data and students' ELPAC levels to identify students for further interventions addressing ELPAC Beginning levels.	16. 6-8 weeks sessions if teachers are available 17. Sept-June	Teachers/Principal Teachers	Intervention	1000-1999: Certificated Personnel Salaries None Specified	Title III Part A: Language Instruction for LEP Students None Specified	4,075
18. Recognize the achievement of ELs and students who are reclassified (parents notified). Celebration for reclassified students will take place at the end of the school year. 19. Imagine Learning program for newcomers	18. Spring 19. Sept - June	Teachers/Instructional Coach/Principal Teachers				

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe School Environment
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
All Meyer students will be educated in a learning environment which is safe, nurturing, supportive and conducive to learning. By June 2019, the average daily attendance will increase to 97%. The academic and behavioral systems in place at Meyer will benefit 100%of our students.
Data Used to Form this Goal:
Attendance data from 2017-2018. Suspension and office referals data from eSchool / SWIS for the 2017-2018 school year.
Findings from the Analysis of this Data:
Average daily attendance for 2017-2018 was 95.46%. For the 2017-2018 school year there 137 referrals.There were 11 suspensions during the 2017-2018 school year.
How the School will Evaluate the Progress of this Goal:
Monthly monitoring of attendance data Monthly monitoring of office referral and suspension data Debrief after safety drills

Strategy #1:
During the 2018-2019 school year, Meyer staff will support the creation of a safe learning environment in which staff members implement strategies/techniques which promote positive student behavior and expectations. This will be done through implementing our PBIS framework and action plan. Students will have access to school wide programs which promote responsibility, cooperation, communication, and collaboration. Staff members will address the social/emotional needs of our students, especially our at- risk students, to better support their academic progress. Systems will be in place to acknowledge students for good behavior and attendance. Rules, protocols and expectations will be reviewed and updated to better meet the needs of our students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Promote a positive culture in the classroom and throughout the school.	1. Aug-June	All Staff				
2. Tier II Professional development is provided to PBIS team.	2. Nov-May	Teachers/Principal				
3. Follow common school-wide and classroom behavior expectations. (Be Respectful, Be Responsible, Be Safe)	3. Aug-June	Teachers				
4. Use PBIS referrals and Uh-Ohs.	4. Aug-June	All Staff				
5. Monitor number of behavior referrals and suspensions.	5. Aug-June	Admin/Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6.Incorporate strategies throughout the school to support students and promote community.	6. Aug-June	Principal		None Specified	None Specified	
7. Implement school-wide incentives, including Blue Jay Bucks, Golden Spatula Award, free dress days, Birthday recognition, perfect attendance recognition, and Blue Jay Raffles.	7. Aug-June	All Staff				
8. PBIS behavior matrix, and announce and promote expectation of the week.						
9. Conduct safety drills.	8. Aug-June	Principal/Teacher				
10. Provide classroom environments that are conducive to learning, including PBIS implementation and promoting growth mind set.	9. Sept-June 10. Aug-June	Principal/Teachers All Staff				
11. Teachers will incorporate enrichment experiences such as field trips and assemblies to correlate with PBIS.		Principal/Teachers				
12. Incorporate and align use of school library and the public libraries.	11 Sept-June as identified					
13. Ensure communication, collaboration, and rapport with staff, administration, parents, and community	12. Sept - June	Teachers				
14. CWT's by principal to ensure learning environment is conducive to meeting the needs of students.	13. Sept-June	Principal				

15. Provide Expect Respect Workshop-Project Cornerstone to	14. Sept-June					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	None Specified	
				None Specified	None Specified	
			5a. Service Contract	None Specified	None Specified	
				None Specified	None Specified	
					None Specified	

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Stakeholder Engagement
LEA GOAL:
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
SCHOOL GOAL #4:
Meyer will hold at least two monthly community engagement events. The goal to have at least 20 parents in attendance.
Data Used to Form this Goal:
2018-2019 parent meeting sign in sheets.
Findings from the Analysis of this Data:
An average of 20 parents attended the Coffee with the principal and ELAC meetings
How the School will Evaluate the Progress of this Goal:
Keep sign in sheets. Monitor number of parents attending meetings. Parents will complete an evaluation after each meeting. Parents will take a survey at the end of the first semester and end of the school.

Strategy #1:
Meyer will engage and involve parents in supporting its instruction through parent committees such as ELAC, DELAC, SSC, and PTA, These groups will discuss and make recommendations to help improve student achievement and school climate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Actively recruit parents of English Learners to become more informed and involved.	1. Sept-June	Principal/Community Liaison				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. An ELAC has been established	2. Sept	Principal				
3. Provide professional development classes for parents to support students at home.	3. Sept-May	Principal/Com. Liaison / IC				
4. Provide parents with information regarding ESL classes offered in the community.	4. Oct-Nov	Principal/Community Liaison				
5.Parents will be given opportunities to provide input regarding school's strengths and needs.	5. Sept-May	Principal				
6. Hold monthly Coffee with the Principal.						
7. Send ParentLinks as necessary.	6. Sept-June	Principal				
8. Provide a monthly newsletter.						
9. Community Liaison will greet parents daily.	7. Aug-June	Principal/Community Liaison				
10. Provide a bilingual website.	8. Aug-June	Principal				
11. Community Liaison translates at all parent meetings.	9. Aug-June	Community Liaison				
12 Back to School Night / Food Trucks	10. Aug-June	Principal				
13. Open House/Food Truck	11. Sept-June	community Liaison/Principal				
14. Parent Teacher Conferences		Principal/Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
15. STEAM Showcase 16 City Year Showcase 17. PTA Sponsored Events: Potluck Fall Festival Movie Night Card Making/Craft Night Bingo Valentine Card Making DEAR Night Literacy/Math Day International Day	12. Sept. 12th 13. April 10th 14. End of each quarter 15. March 1st 16. Oct/Jan/April 17. September October November December January February March April May	Teachers Teachers Instructional Coach/Principal/Teachers CY Impact Manager PTA				
			None Specified	None Specified		

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

<u>**School Goal #5**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:
In collaboration with the Human Resource Department, hire and retain teachers who are highly qualified.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #6:	
Data Used to Form this Goal:	
Findings from the Analysis of this Data:	
How the School will Evaluate the Progress of this Goal:	

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics
SCHOOL GOAL #1:
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019.   All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Resource teacher to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2017-June 2018	District and School Personnel	Certificated salaries at district and site school level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	867,789
			Certificated benefits	3000-3999: Benefits	Title I Part A: Allocation	256,780
Staff provides program and fiscal support to school sites.	August 2017-June 2018	District and School Personnel	Classified salaries at the district level and during summer school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	204,781
			Classified benefits	3000-3999: Benefits	Title I Part A: Allocation	65,377
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2017-June 2018	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2017-June 2018	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Materials and Supplies	4000-4999: Books And Supplies	Title I	1000
			Materials and Supplies	4000-4999: Books And Supplies	Title I	1000
			Field trips and assemblies activities	5000-5999: Services And Other Operating Expenditures	Title I	1000
			Materials and Supplies	4000-4999: Books And Supplies	General Fund	2000
			Materials and Supplies	4000-4999: Books And Supplies	Title I	500
			Extended Duty	1000-1999: Certificated Personnel Salaries	Title I	2500
			Field trips and assemblies activities	5000-5999: Services And Other Operating Expenditures	General Fund	5000
			Materials and Supplies	4000-4999: Books And Supplies	General Fund	500
			Materials and Supplies	4000-4999: Books And Supplies	General Fund	500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners
SCHOOL GOAL #2:
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2017-2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Provide English Language Learners with supplementary instructional support.	August 2017-June 2018	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	235,809
			Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	68,700
Provide English Language Learners will supplementary materials to support their learning.	August 2017-June 2018	District and School Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	79,155
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2017-June 2018	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500
			Materials and Supplies	4000-4999: Books And Supplies	General Fund	500
			Field trips and assemblies, activities	5000-5999: Services And Other Operating Expenditures	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Materials and Supplies	4000-4999: Books And Supplies	General Fund	500
				1000-1999: Certificated Personnel Salaries	General Fund	1500
			Field trips and assemblies activities	5000-5999: Services And Other Operating Expenditures	General Fund	500
			Materials and Supplies	4000-4999: Books And Supplies	General Fund	500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:
By 2013-2014 all students will be taught by highly qualified teachers. (Based on conclusions from Analysis of Program Components and Student Data pages)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing and Professional Development: 1. SB 472 is available to all staff. 2. BTSA is available to qualified staff. 3. The formal evaluation process is carefully followed with the goal of improving instruction. 4. Teachers have the opportunity to participate in academic conferences. 5. Teachers have opportunity to participate in site offered professional developments 6. One-on-One meetings with Principal. 7. Implementation of Peer Coaching at site.	1. June-Aug. 2. Aug.-June 3. Oct.-May 4. Aug - June 5. Aug. – June 6. Sept.-June 7. Sept-June		Workshop and lodging	1000-1999: Certificated Personnel Salaries	Title I	2000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning. (Based on conclusions from Analysis of Program Components and Student Data pages)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement: 1. Back-to-School Night where we review behavior and academic expectations. 2. Quarterly parent meeting to give an opportunity to ask questions and offer suggestions. 3. Parents are recommended to volunteer in a variety of ways (in the classroom/outside of the classroom). 4. Beautification events organize the community to work on projects that improve the learning environment at the school. 5. Cultivate relationships with community organizations that support the learning environment at Meyer (i.e., City of San Jose, Ming Quong, SJPD, City of San Jose Traffic Division Opera San Jose, San Jose Children's Museum, San Jose Sharks). 6. Provide Parent Workshops focused on student achievement. 7. Student attendance, academic performance, behavior, wearing the school uniform, leadership, and	1. Sept. 2. Oct. – May 3. Sept – June 4. Nov. – June 5. Sept. – June 6. Oct. – June 7. Aug. – June 8. Sept. - June		Child Care	5000-5999: Services And Other Operating Expenditures	Title I	300
			Fingerprinting	4000-4999: Books And Supplies	Title I	150
			Materials and Supplies	4000-4999: Books And Supplies	Title I	100
			Refreshments/Materials	4000-4999: Books And Supplies	Title I	100
			Perfect Attendance Certificates, Blue Jay Bucks, Student Passports	4000-4999: Books And Supplies	Title I	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
school involvement are carefully tracked and recognized at awards ceremonies and in the classrooms on a daily, weekly, and quarterly basis. Poor behavior and poor attendance is addressed immediately. 8. The School Site Council, ELAC and PTA encourage community participation with agenda items of interest to the community.						

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	69,522.08	0.00
LCFF - Supplemental	34,800.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	439.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13,308.75
3000-3999: Employee Benefits	LCFF - Supplemental	5,902.22
4000-4999: Books And Supplies	LCFF - Supplemental	12,650.03
5000-5999: Services And Other Operating	LCFF - Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	40,426.25
3000-3999: Employee Benefits	Title I	18,092.60
4000-4999: Books And Supplies	Title I	9,653.23
5800: Professional/Consulting Services And	Title I	1,350.00
1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP	4,075.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	34,800.00
Title I	69,522.08
Title III Part A: Language Instruction for LEP Students	4,075.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	57,810.00
3000-3999: Employee Benefits	23,994.82
4000-4999: Books And Supplies	22,303.26
5000-5999: Services And Other Operating Expenditures	2,500.00
5800: Professional/Consulting Services And Operating	1,350.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,322.08
Goal 2	4,075.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Anacelia Rocha	X				
Mary Anne Bettencourt			X		
Griselle Caballero		X			
Barbara Wilkie		X			
Maonica Zamolo		X			
Martina Gomez				X	
Neelam Kaur				X	
Delia Rodriguez				X	
Berta Vargas				X	
Gloria Vazquez				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____
		Signature
X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
	PTA, SPARC, DAC	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 11/1/2018.

Attested:

Anacelia A. Rocha

Typed Name of School Principal	Signature of School Principal	Date

Delia Rodriguez

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date